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ABSTRACT

This research investigated whether low income rural functional illiterates could be motivated to learn by a prorated stipend given on the basis of academic performance. Fifty control subjects received a flat $15 weekly; 50 experimental subjects received the $15 plus stipends. Participants eligible for stipends were those in the upper third of their group. Performance was measured by 14 teacher designed tests (one every two weeks) on progress and performance in mathematics, grammar, vocabulary, reading comprehension, and current events. Individuals were admitted to the program by age (18-45), sex (both), educational level (Grade 12 or under), annual income ($2000 or under), and reading level (Grade 9 or less). A money management questionnaire and a student course evaluation checklist were administered. Group discussion and role playing were included for counseling purposes. Major findings were that differences in intelligence (Revised Beta Test), reading and arithmetic (Wide Range Achievement Test), and General Educational Development Test performance significantly favored experimental subjects. (The document includes 59 tables, and application form, staff orientation program outline, questionnaire, checklist, and lists of instructional materials and films.) (LY)

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FINAL REPORT

EXPERIMENT IN MOTIVATING FUNCTIONAL ILLITERATES TO LEARN

TUSKEGEE INSTITUTE
SCHOOL OF APPLIED SCIENCES

June 28, 1968 - May 5, 1969

August 31, 1969

TUSKEGEE INSTITUTE
TUSKEGEE INSTITUTE, ALABAMA

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FINAL REPORT

To

Division of Adult Education Programs
Bureau of Adult, Vocational and Library Programs
Office of Education
U. S. Department of Health, Education and
Welfare
Washington, D. C. 20202

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On

"Experiment in Motivating Functional Illiterates to Learn"

June 28, 1968 - August 31, 1969

Submitted by:

Tuskegee Institute
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There are many others who gave freely of their time and talents to help make this project a success. We regret that circumstances do not permit their recognition here. However, the project personnel express their heartfelt gratitude to all those who are within this category.

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CHAPTER I

INTRODUCTION

A. Objectives

The major objective of this project is the experimentation and validation of techniques used in teaching rural functional illiterate adults within the structure of giving them limited stipends prorated on the basis of performance. This project sought to demonstrate that the low income rural illiterate can be motivated to learn when he is rewarded for his increased efforts toward learning.

More specifically, the major purposes of this research project were:

1. To determine change in academic performance with two groups totalling 100 participants; one half comprising the control group receiving a fixed weekly stipend; the other half comprising the experimental group receiving a prorated weekly stipend based upon class performance.
2. To make a comparison between the group receiving no counseling in money management and the group receiving counseling in money management to ascertain effective use of funds.
3. To make a comparison of the two groups, experimental and control, relative to their personal characteristics.
4. To conduct an analysis of all existing data relative to literacy levels and class performance levels of the control and the experimental groups.

Observations in an earlier non-experimental program conducted in rural Alabama indicated that adults 41 years old and older performed significantly better in reading skills when they were given a 10-15 cent per hour stipend prorated on the basis of performance than those adults 40 years old and younger who were given no stipends.

B. Rationale

Within the last decade there have been several educational and/or training programs which gave subsistence allowances or stipends to the participants. Based on certain observations of several programs throughout the United States, this method of giving subsistence or stipends raises critical questions as to its effectiveness beyond encouraging attendance.

On the basis of research completed up to now, evidence seems to show that stipends or subsistence allowances may guarantee good attendance but do little to motivate the illiterate to learn. The investigator hypothesized that stipends or subsistence allowances when given on a prorated basis within the framework of performance will motivate the functional illiterate adult to learn more and will cost the sponsoring agencies less. Fair competition among the poor and illiterate adults in getting an education may become an essential timesaving device in addition to enhancing maximum learning.

It is equally as important to note that America is a competitive society in many respects and that the illiterate who is poor should be taught to compete within the structure of the society. Opposite of this concept of fair competition among Americans is the idea of annual guaranteed income or negative income tax which would tend to destroy initiative and competition. This investigator firmly believes that any program designed to provide able-bodied individuals with goods and services without their working and competing for such goods and services is designed to destroy the fundamental fabric of the American society. To this end, therefore, it is essential that this effort be understood within the context of its many implications.

Peripheral to this main problem, but no less important to the participants, was combining counseling with the basic educational classes. Various techniques were used to counsel and encourage the trainees to manage their financial resources more judiciously. The need for such counsel was clearly warranted when answers to a questionnaire administered early in the program revealed such practices as the use of the most expensive sources of credit and discarding receipts of account payments.

C. Description

The sample used in this study is comprised of 100 adults, most of whom are functional illiterates. These adults were randomly selected from two Alabama counties - 50 from Chambers County which is 47 miles east of Tuskegee Institute, and 50 from Montgomery County which is 45 miles west of Tuskegee Institute. These adults ranged in age from 18-45 years and their average reading level was 5th grade. The average professed grade completed for this group was 8th.

Control Group

These 50 adults representing the control group ranged in age from 18-45 years, having completed the 1st through 12th grades. Many of those completing upper high school grades did not function academically on this level. This was true of the experimental as well as the control group. Their test scores revealed low ability in the areas of reading, spelling, and mathematics.

The location of the control group was in Chambers County, in a predominantly rural setting. The school which housed the Adult Basic Education classes was located in a small mill town surrounded by other cotton mill towns.

This group received a fixed weekly stipend of $15.00. Counseling and guidance in money management was not provided for this group; however, they were provided with some phase of counseling. Their discussion sessions focused primarily upon the family and the community.

This group met on Mondays, Wednesdays, and Fridays from 4:00 P.M. until 8:00 P.M. Two teachers were assigned to this group; each teacher was assigned to 25 participants. After two months, the teachers exchanged groups so that at the end of the first four months the 50 participants had been exposed to both teachers for the exact amount of time. The 50 participants in this group were paid $15.00 per week in stipends regardless of how well or how poorly they performed. Their stipends were reduced by $5.00 for every class period missed.

The teachers were both inexperienced, having just been graduated from college in the field of education and social studies. This was so designed because there are indications that teachers who have some years of experience in elementary and high schools are, in general, poor teachers of adults.

Experimental Group

The 50 participants comprising the experimental group ranged in age from 18-45 years. As indicated by them, they completed the 1st through the 12th grades.

This group was located in the city of Montgomery, the state capitol. The close proximity of this group to an urban area had great dimensions. The experimental and control groups were closely equated in terms of tested achievement level, age, educational background and income level. However, the experimental group had been found to be more advanced intellectually by virtue of its environmental exposure. Inadvertently, it appeared that this group had acquired a practical education that surpassed the control group located in a predominantly rural area. This provided the experimental group with a type of sophistication not peculiar to the control group.

The weekly discussion sessions held with the program counselor had great impact on the experimental group. Money management and its many dimensions encompassing budgeting, record-keeping, and the handling of financial or business matters, appeared to meet the personal needs of the group. It has been observed that economically deprived people tend to have a pragmatic attitude toward life in the sense that ideas or information have value only in terms of their practical consequences. If what is being offered has immediate personal relevance to their lives, then, it is important or necessary information. Money management and mathematics above other areas, appeared to meet this need.

As a supplement to counseling, a resource person spoke to the group on two occasions, discussing such topics as budgeting, managing family incomes, the handling of business contracts, making loans and the types of insurance a family may need.

Further, the program counselor administered a questionnaire to the experimental group in the first phase of the program to ascertain how they managed their income. A second administration of this same questionnaire occurred near the close of the 32 week period to identify any changes in the handling of income and the management of financial matters.

The experimental group was structured quite similar to the control group. The basic difference was that the 50 participants in this group were told at the beginning of classes that they could earn as much as $25.00 per week depending on how well they performed relative to their classmates' performance. All participants started at $15.00 per week and approximately one-third could get an increase of $1.50 per week and approximately one-third could get an increase of $1.00 after the first two weeks and, of course, the bottom one-third would remain at $15.00 per week.

The two teachers in Montgomery County were also inexperienced college graduates in the field of education and social science. Each teacher had 25 participants for two months and then after two months they exchanged groups. Here again, the 50 participants in this group were exposed to the two teachers for exactly the same amount of time.

At the end of the first four months, the two teachers of the experimental group exchanged counties with the two teachers of the control group. At the end of the two-month period, the teachers within the counties exchanged groups. It was so designed, therefore, that the 100 participants in the program were exposed to each of the four teachers for the same amount of time.

D. Sampling Techniques

Recruitment

During the period of June 28 through August 5, the administrative staff was engaged in interviewing and selecting teachers, teacher aides, counselor and clerical staff. The period following August 5 through August 23, was spent recruiting trainees in Chambers County. The methods used by the staff in recruiting were varied - door to door contact, radio announcements, leaflets, visitations to popular "hangouts", and contacts made through schools and churches. These methods were used primarily in the two counties with a few exceptions.

Immediately following the one-week orientation program and workshop which was planned and conducted for the Adult Basic Education staff (See appendix B), recruitment in Montgomery County began. There was some delay in recruitment in this county due to the difficulties encountered by the staff in securing suitable classroom space. Once the classroom sites had been established, the appraisal procedures and the processing of applications began.

Numerous attempts were made in both counties to recruit the male adult; but only a few made applications, resulting in fifteen, (15) actually becoming participants in the two counties. (Ten males in Chambers County; five males in Montgomery County.) When contacted, many expressed a lack of interest or had job commitments at the hours classes were in session. The male adult illiterate appeared reluctant to become involved in an educational program. Of the 175 applicants in the two counties, 45 were male adult applicants.

Those applicants not accepted into the Adult Basic Education program were ineligible because of age, education, or high reading level. Every effort was made to see that the applicants selected had an annual income of $2,000 or less.

Testing

Following the recruitment of adult participants, the testing program and the selection of participants were underway in both counties. The standardized tests administered during this period were:

1. The Wide Range Achievement Test (WRAT) - (Spelling, Reading, Mathematics.)
2. The Revised Beta Test (Intelligence)

The Revised Beta Intelligence Test was re-administered at the end of 32 weeks to determine changes in I. Q. as a result of changes in the participants' academic environment. This test was administered twice during the program.

The Wide Range Achievement Test (WRAT) was administered three times: (1) To determine those who were qualified (1st through 8th grades reading level) to participate in the program; (2) to determine changes in grade equivalent after 16 weeks of teaching and to determine which group, if any, showed greater improvement after 16 weeks of teaching; and (3) to - determine changes in grade equivalent after 32 weeks of teaching which was the end of the teaching process.

The investigator recognized the possibility of the practice effect having some influence on the test results, but this in his opinion, would be unlikely with persons having characteristics such as those found in the poor and the illiterate. Consequently, in an effort to guard against this, at the end of the 32 week period, level II of the Wide Range Achievement Test was administered, whereas level I was administered previously.

The variables in the control group (number of teachers, professed educational background, average annual income of participants, age, sex) were held constant as were the variables in the experimental group with the exception of the participants comprising the experimental group who were given stipends prorated on the basis of their class performance.

E. Limitation of Study

Recruitment

It was originally proposed that the sample would be composed of 50 percent males in both counties, but subsequent experiences indicated that this was impossible.

Testing

The Wide Range Achievement Test was preferred to the Gray Oral Reading Test because the Wide Range Achievement Test was a more comprehensive test and due, also, to the fact that personnel was not available for individual testing. The Wide Range Achievement Test included mathematics and spelling as well as reading; the Gray Oral Reading Test is exclusively what the title implies - reading.

Substituting for the Wechler Adult Intelligence Scale, the Revised Beta Intelligence Test was used in the testing program. The Revised Beta, a group test, was more conveniently used over the Wechler, an individually administered test.

CHAPTER II

DESCRIPTION OF PARTICIPANTS

The chief concern of the program was to recruit students in both counties who were closely equated in terms of age, educational and economic backgrounds.

Individuals were accepted on the basis of the following criteria:

1. Age - 18 to 45 years of age
2. Sex - male and female
3. Grade completed in school - 12th grade and under
4. Annual income - $2000 and under
5. Reading level - 9th grade and under

A. Age

The average age of the experimental group and the control group was 32.6 and 30.9, respectively, with an age range of 18-45 in the experimental group and 18-45 in the control group. For all practical purposes, the groups were closely equated in age.

The age distribution was reported as shown in Table 1 on the following page.

TABLE 1. AGE DISTRIBUTION - EXPERIMENTAL GROUP

Experimental Group	Number	Percent
Under 25	10	20.0
25 - 34	20	40.0
35 and Over	20	40.0

Of the 50 participants in the experimental group, 20 percent were under 25 years of age; 40 percent were between 25 and 34 years of age; 40 percent were 35 years and over.

The average age of the experimental group was 32.6, with an age range of 18-45 years.

TABLE 2. AGE DISTRIBUTION - CONTROL GROUP

Control Group	Number	Percent
Under 25	8	16.0
25 - 34	29	58.0
35 and Over	13	26.0

Of the 50 participants in the control group, 16.0 percent were under 25 years of age; 58 percent were between 25 and 34 years of age; 26 percent were 35 years and over.

The average age of the control group was 30.9, with an age range of 18-45 years. The control group had the largest number of participants falling in the 25 - 34 age group; the experimental group had a larger percentage falling in the 25 - 34 and 35 and over categories.

B. Sex

In both the experimental and the control groups, there were fewer male participants than was anticipated. Of the total population of 100 adults, males comprised 10.0 percent of the experimental group and 16.0 percent of the control group. Females comprised 90.0 percent of the experimental group; 84.0 percent of the control group.

TABLE 3. SEX DISTRIBUTION

	Male	Percent	Female	Percent
Experimental Group	5	10.0	45	90.0
Control Group	8	16.0	42	84.0

C. Professed Grade Completed

The grade completed in school was solely determined by what the participants professed it to be. 70 percent of the experimental group and 75 percent of the control group stated they had completed grades 5 through 9. Of those completing a grade level over the 9th, 28 percent were in the experimental group, and 24 percent were in the control group. Only 2 percent of the participants in each group completed a grade lower than 5th.

The average professed grade completed for the experimental and control groups was 8.4 and 8.6, respectively. The range was 4th through 12th for the experimental group, and 3rd through 12th for the control group. The two groups were closely equated in terms of professed grades completed.

TABLE 4. PROFESSED GRADE COMPLETED - EXPERIMENTAL GROUP

Grade	Number	Percent
Under 5	1	2.0
5 - 9	35	70.0
Over 9	14	28.0

TABLE 5. PROFESSED GRADE COMPLETED - CONTROL GROUP

Grade	Number	Percent
Under 5	1	2.0
5 - 9	37	74.0
Over 9	12	24.0

D. Employment Status

The participants in the experimental group lived in an urban area with a population of approximately 160,000. Those in the control group lived in a rural environment in the small towns which surrounds numerous cotton mills and textile industries.

Due to the location of an industrial plant in Chambers County, the home of the control group, job availability was greater which may have accounted for 66.0 percent of the control group being employed as compared to 58.0 percent of the experimental group having employment. Another factor may have been the size and population of the two counties. Chambers was the smaller of the two with a less abundant population than Montgomery County.

TABLE 6. EMPLOYMENT STATUS - EXPERIMENTAL GROUP

	Number	Percent
Unemployed	21	42.0
Employed	29	58.0
TOTAL	50	100

Of the 50 participants in the experimental group, 58 percent were employed; 42 percent were unemployed.

TABLE 7. EMPLOYMENT STATUS - CONTROL GROUP

	Number	Percent
Unemployed	17	34.0
Employed	33	66.0
TOTAL	50	100

Of the 50 participants in the control group, 34 percent were unemployed; 66 percent were employed.

Of those employed in the control group, 62.8 percent or 22 of the participants were domestic workers; 31.4

Percent or 11 of the participants were employed by the mills; and 5.7 percent or 2 participants in the control group were self-employed.

Of those employed in the experimental group, 41.3 percent or 12 participants were public workers; 58.6 percent or 17 participants were domestic workers.

E. Marital Status

Marital status reported was that 64 percent of the experimental group and 60 percent of the control group were married; 24 percent of the experimental group and 18 percent of the control group had been married but were not living with spouse; 12 percent of the experimental group and 22 percent of the control group were unmarried.

TABLE 8. MARITAL STATUS - EXPERIMENTAL GROUP

	Number	Percent
Married	32	64.0
Not Living w/Spouse	12	24.0
Unmarried	6	12.0

TABLE 9. MARITAL STATUS - CONTROL GROUP

	Number	Percent
Married	30	60.0
Not Living w/Spouse	9	18.0
Unmarried	11	22.0

F. Number of Children

70 percent of the experimental group, and 68 percent of the control group had from 1 to 5 children; 4 percent of the experimental group, and 16 percent of the control group had no children; 26 percent of the experimental group, and 16 percent of the control group had more than 5 children.

TABLE 10. NUMBER OF CHILDREN - EXPERIMENTAL GROUP

Number of Children	Number	Percent
0	2	4.0
1 - 5	35	70.0
Over 5	13	26.0
TOTAL	50	

TABLE 11. NUMBER OF CHILDREN - CONTROL GROUP

Number of Children	Number	Percent
0	8	16.0
1 - 5	34	68.0
Over 5	8	16.0
TOTAL	50	

G. Social Participation

Aside from the job, the church, as in many rural areas, contributed greatly to the socialization of the participants in the control group. The majority of the organizations to which they belonged and the social activities which they attended were all church affiliated.

The Adult Basic Education class was another of the few social outlets of which the control group took advantage. For this reason, seemingly, there were relatively few absentees, and those who were absent usually sent explanations by friends for their not being in attendance.

Other community interests included the Parent-Teacher Association and Headstart. Membership in such organizations seemingly corresponded with the participants' prevailing attitude of devotion to their children. Periodically a number of participants attended the meetings of these organizations after leaving adult class.

Apart from their job activities, the participants of the experimental group had numerous opportunities for social participation. The majority lived in project housing facilities located near the heart of town. The community YMCA located nearby offered various activities for the participants as well as their children.

The church and its related organizations provided other social opportunities for these participants. In addition to the activities of the church, there were lodge organizations to which a number of the participants actively belonged.

The adult class was one of many activities with which the participants of the experimental group engaged.

TABLE 12. COMPARISON OF NUMBER OF CHILDREN WITH EMPLOYMENT

CONTROL GROUP				EXPERIMENTAL GROUP			
No. of Children	Employed	Unemployed	Total	No. of Children	Employed	Unemployed	Total
None	6	2	8	None	2	0	2
1 - 5	20	14	34	1 - 5	22	13	35
Over 5	7	1	8	Over 5	5	8	13
TOTALS	33	17	50	TOTALS	29	21	50

Of the 50 adults comprising the control group, eight were reported as having no children; two of the eight were unemployed while six were employed.

Of the thirty-four adults with one to five children, twenty were employed and fourteen were unemployed.

The eight members of the control group with over five children were reported as having seven adults employed while one was unemployed.

Of the two adults in the experimental group with no children, both had jobs.

Those thirty-five participants with one to five children were reported as thirteen having no employment and twenty-two employed.

Thirteen participants of the experimental group were reported as having over five children; five were employed and eight were unemployed.

TABLE 13. COMPARISON OF NUMBER OF CHILDREN WITH MARITAL STATUS - EXPERIMENTAL GROUP

Number of Children	Married	Not Living w/Spouse	Unmarried	Total
None	1	1	0	2
1 - 5	21	9	5	35
Over 5	10	2	1	13
TOTAL	32	12	6	50

In the experimental group, 1 participant was married with no children; twenty-one were married with 1 - 5 children; ten participants were married with over 5 children. Of those who had been married, but were not living with their spouse, one had no children; nine participants had 1 - 5 children; and two participants had over five children. Of the participants who were married, five had 1 - 5 children; and one had over five children.

TABLE 14. COMPARISON OF NUMBER OF CHILDREN WITH MARITAL STATUS - CONTROL GROUP

Number of Children	Married	Not Living w/Spouse	Unmarried	Total
None	1	0	7	8
1 - 5	22	9	3	34
Over 5	7	0	1	8
TOTAL	30	9	11	50

Of those participants in the control group, 1 participant was married with no children 22 were married with 1 - 5 children; and 7 were married with over 5 children. Of those who had been married, but were not living with their spouse, 9 had 1 - 5 children. Of the participants who were unmarried, 7 had no children; 3 had 1 - 5 children; and 1 had over 5 children.

TABLE 15. COMPARISON OF EMPLOYMENT WITH MARITAL STATUS - EXPERIMENTAL GROUP

Marital Status	Employed	Unemployed	Total
Married	18	14	32
Not Living w/Spouse	7	5	12
Unmarried	4	2	6
TOTAL	29	21	50

Of the participants in the experimental group who were married, 18 were employed, 14 were unemployed. Of those who had been married, but were not living with their spouse, 7 were employed, 5 were unemployed. Of the participants who were unmarried, 4 were employed, 2 were unemployed.

TABLE 16. COMPARISON OF EMPLOYMENT WITH
MARITAL STATUS - CONTROL GROUP

Marital Status	Employed	Unemployed	Total
Married	18	12	30
Not Living w/Spouse	7	2	9
Unmarried	8	3	11
TOTAL	33	17	50

Of the participants in the control group who were married, 18 were employed, 12 were unemployed. Of those who had been married, but were not living with their spouse, 7 were employed, 2 were unemployed. Of the participants who were unmarried, 8 were employed, 3 were unemployed.

TABLE 17. ATTENDANCE
SEPTEMBER 9 - MAY 5, 1969

GROUP	TOTAL NUMBER OF DAYS ABSENT
Experimental	232
Control	188

During the 32 weeks of classes, there were 232 absentees in the experimental group, an average of 5.8 absences per participant. 20 percent of the experimental group, 10 participants, had no absences during the 32 week period.

For the same period, there were 188 absentees in the control group, an average of 5.5 absences per participant. 32 percent of the control group, 16 participants, had no absences during the 32 week period.

TABLE 18. WITHDRAWALS AND NEW ADMISSIONS

GROUP		WITHDRAWALS			NEW ADMISSIONS	
		Male	Female		Male	Female
Experimental		4	11		2	5
	TOTAL	15		TOTAL	7	
Control		10	9		1	8
	TOTAL	19		TOTAL	9	

During the 32 weeks of classes, there was a total of 15 withdrawals in the experimental group. Of these 15, four were male, 11 were female. There were 7 new admissions in the experimental group. Of these 7, 2 were male, 5 were female.

For the same period, there were 19 withdrawals in the control group. Of these 19, 10 were male, 9 were female. There were 9 new admissions in the control group. Of these 9, 1 was male, 8 were female.

During the 32 week period, there was a total of 34 withdrawals and 16 new admissions in both the experimental and control groups.

The reasons for student withdrawal fell into four major categories:

1. Employment
2. Illness
3. Family
4. Lack of Interest

The explanation for the gross difference in withdrawals and new admissions is that the majority of the withdrawals occurred during the final weeks of the program at which time it was not feasible to admit new students.

Of the 42 participants in the experimental group who completed the program, 4 were male, and 38 were female.

There were 40 participants in the control group who completed the program; of these, 3 were male, 37 were female.

H. Summary

The 50 participants of the experimental and the 50 participants of the control group were closely equated in terms of age, marital status, number of children, employment status, average grade completed, and sex distribution.

To summarize, the average adult participant in the experimental group was:

1. 32.6 years old
2. Married with from one to five children
3. Employed
4. Had completed grade 8
5. Female
6. Reading on the 4.1 grade level

The average adult participant in the control group was:

1. 30.9 years old
2. Married with one to five children
3. Employed
4. Had completed grade 8

Control Group Statistical Summary (Cont'd)

5. Female

6. Reading on the 3.7 grade level

CHAPTER III

BASIC EDUCATION IMPACT

During the initial phase of the program, the experimental group, designated as B was divided into three separate groups, I, II, and III, as was the control group, designated as A.

Group I in both the experimental and control groups represented the group with the highest grade equivalent in reading, 7.0 and above, based on the test performance on the Wide Range Achievement Test. Group II represented the group with the grade range of 4.0 - 6.8; and Group III represented the lowest grade range in reading, 1.0 - 3.8, based on the test performance on the Wide Range Achievement Test.

The teachers of Groups A_1 and B_1 planned their work cooperatively as did those in Groups A_2 and B_2. They prepared similar class work for their students that was appropriate and challenging, utilizing the same supplementary materials, books, and equipment. Close coordination of instruction was necessary to assure that all teaching techniques were held constant. It would have made absolutely no difference if one teacher in the experimental group would at any time exchange materials with one teacher in the control group. The material presented to the experimental group was identical to the material presented to the control group. Every effort was made to reduce the personality influence of the teachers in the classroom and to this end, the investigator relied heavily on audio-visual aid equipment of all types - overhead projectors, tape recorders, televisions, 16mm film projectors. Audio-visual aid equipment was used the same amount of time in each class and with identical lessons. The same pattern holds true for reading, writing, and arithmetic. In no instance did any group get exposed to any learning to which the other group was not equally exposed.

Each teacher had 25 participants for two months and then, after two months, they exchanged groups. The 50 participants in this group were exposed to the two teachers for exactly the same amount of time.

At the end of the first four months, the two teachers in the experimental group left Montgomery County and took over the control group in Chambers County and the two teachers in Chambers County took over the experimental group in Montgomery. It was so designed that the 100 participants in the program were exposed to each of the four teachers for the same amount of time.

The matrix on the following page is the essence of the design.

Period	Control Group		Experimental Group	
	Teacher and Group I	Teacher and Group II	Teacher and Group I	Teacher and Group II
First two months	A_1 - 25	A_2 - 25	B_1 - 25	B_2 - 25
Second two months	A_2 - 25	A_1 - 25	B_2 - 25	B_1 - 25
Third two months	B_1 - 25	B_2 - 25	A_1 - 25	A_2 - 25
Fourth two months	B_2 - 25	B_1 - 25	A_2 - 25	A_1 - 25
Stipend	$15 per week		$15-25 per week Based on performance	

Note:

Teachers in this design are designated A_1, A_2, B_1, and B_2. The numbers refer to the number of participants in each class. All participants (100) are exposed to the four teachers for the same amount of time.

Groups A_3 and B_3 were organized for a brief period to allow the non-readers and low level readers in each county to work in a more homogeneous group and to receive more individualized instruction. They were later merged into Group A_2 and Group B_2 respectively. The two additional teachers assigned to these five adults offered them basic instruction in mathematics and reading. Vocabulary building was introduced through the adoption of words found on various public signs - "bus stop, dead end, ladies, caution, etc." They read words from grocery and medicine labels, and studied other commonly used words that they may have come in contact with in day-to-day living. They progressed from two-letter words with the same endings to three letter and larger words and finally to sentences. Practice work in sentence writing included brief notes to the teacher and social and business letters.

The Adult Reader, a work book, provided these learners with opportunities for reading, writing, and word study drills.

The mathematics for Group III involved one and two digit problems and simple word problems in addition, subtraction, and finally multiplication and division. The basic objectives were the same for this small group as they were for the two larger groups; however, the work was more appropriate and challenging.

Each subject area taught them was practical, based upon some phase of daily living and it tended to draw upon those skills they had already learned. (*e.g.*, multiplication was taught by means of adding numbers [3 X 3 = 3 + 3 + 3]). They had acquired workable understanding of addition prior to the introduction of multiplication.

During the second phase of the program, Group III was integrated with Group II, making only two distinct groups in each county.

Lessons for Groups I and II were prepared on the 6th grade level at the beginning of the program; however, Group II covered the material at a slower rate. During the second phase of the program, Groups I and II progressed at the same rate of speed, and the classes' level of instruction was elevated to the 8th grade. It was felt that the higher level of academic work would offer greater challenge to the learner than did the lower levels of instruction. After two months, the class work was raised to the 10th grade level of instruction with the idea in mind that once again a greater challenge was being introduced.

A. Reading

It was revealed through initial testing that 55 percent of the total population read below the 6th grade level - (52 percent of the experimental group; 58 percent of the control group.) Because this was an area of real need, much emphasis was placed upon the development of these skills.

Objectives

1. To develop the ability and desire to express one's

self correctly and to express ideas clearly in daily communication.

2. To develop an appreciation for reading, keeping informed of current events and happenings in one's country and the world.

3. To increase word power through the study of new words.

4. To improve reading comprehension through the reading of interest-provoking subjects.

During the first phase of classes, all reading lessons were on the 6th grade level. Stories were prepared on transparent paper for use on the over-head projector and were read aloud by the instructor or various individuals. (e.g., "Our Neighbor to the South" which provided information about life in Mexico; "The Winning Pitcher", a timely article on baseball, which was read during the week of the World Series; "The American Ideal" which dealt with the principles of democracy. Although these stories provided both interest and information for the students, they also provided opportunities for vocabulary study and the spelling of unknown words encountered in their reading.

The workbook used by Groups I and II was How to Read Better, Book I.[1] In addition to presenting interesting short stories, the reader provided opportunities to answer questions about the stories and to develop word power. Some of the reading skills dealt with were:

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[1] Harley A. Smith & Ida Lee King, How to Read Better, Steck-Vaughn Co., Austin, Texas, 1964.

1. Getting the Main Idea
2. Remembering Details and Sequence
3. Arriving at Conclusions
4. Seeing Relationships
5. Distinguishing Between Fact and Opinion
6. Reading the Newspapers
7. Using the Dictionary

In addition to *How To Read Better* and *The Adult Reader*, other books from which reading lessons were selected were:

1. *My Country*
2. *We are What We Eat*
3. *Stories of Twenty-Three Famous Americans*
4. *Holidays and History*
5. *Health for Happiness*
6. *Reader - Mott Series*
7. *Activities for Reading Improvement*

All books are published by Steck-Vaughn Publishing Company.

During the last phase of classes, reading lessons were selected on the 8th and 10th grade levels. The readings on

Aesop's Fables appeared to have been the most enjoyable and meaningful ones. The students were able to identify with the characters and situations in the fables and could recognize the moral issue in each one. This lesson evoked discussions from the students concerning their personal experiences which were similar to those characterized in the stories. Almost everyone in the class had something to contribute to the discussion.

Short stories were taken from a 10th grade literature book entitled: Adventures in Reading. (See Appendix F) These stories were mimeographed, and copies were given to each student.

Some of the reading skills for this period remained as they were for the first period. Additional skills included were:

1. Distinguishing between fiction and non-fiction.
2. Analysis of characterization
3. Recognizing parts of the story. (*i.e.*, plot, setting, climax, etc.)

The over-head projector was an effective teaching aid whereby the students could see the reading material being projected on the screen, and at the same time, listen to the teacher as she discussed it. The use of the over-head projector opened up a limitless supply of materials not confined to textbook sources. Material which the teacher deemed appropriate for the group and its objectives was made into transparencies, and later, viewed by the students.

B. Grammar

English grammar was an area explored extensively by the classes. Emphasis was placed on the following during the instructional period.

1. The subject of the sentence
2. Types and function of the verb
3. Noun - types and use in sentence
4. Subject and verb agreement
5. Fragmented and complete sentences
6. Capitalization of words
7. Synonyms and antonyms
8. Punctuation of sentences

The emphasis remained the same during the 32 weeks of the program. Through the use of transparencies, mimeographed worksheets and various text books, revised to fit the needs, the students were provided with opportunities to learn basic concepts in Language Arts.

Reference books used were:

1. Practice for Using Good English
2. Hayes Language Drills and Tests
3. Our English Language

C. Mathematics

In both counties, the greatest progress made was in mathematics. This subject area presented the most challenge to the adult learners. Its appeal was thought to be attributed to its practicality and the ease with which it could be applied to meet the basic needs of this learning group.

During the first half of the program, emphasis was placed on the fundamental skills in mathematics which included addition, subtraction, multiplication, and division.

As the level of instruction increased in difficulty, the specific areas of emphasis were decimals, fractions, percentages, and computing interest rates. Skills in this area were presented in the form of word problems.

These problems had the greatest impact on the students because they presented an opportunity for a combination of efforts - reading, comprehension and problem solving.

Reference books used were:

1. Working With Numbers
2. Programmed Math Series

During the second phase of the program, the teachers developed four units: Contributions of Famous Americans which involved a study of the lives and works of historical figures; Employment which included pointers on how to obtain a job, the necessary preparation, etc.; Health; Money Management.

Each reading, vocabulary, mathematics, and English lesson was correlated with the unit being discussed, providing the learner with more meaningful and practical information. The unit class work apparently stimulated the students' interest to the extent that they brought to class magazine articles, pictures and other material related to the unit. The lessons which were planned according to units, appeared to be by far the most beneficial to the students in terms of interest and the amount of information acquired.

In addition to providing the basic skills in reading, English grammar, and mathematics, other means were used to increase the students' knowledge in the above skills, and, at the same time, broaden their scope of the world around them.

To facilitate this, one hour was spent daily in viewing the news on television which served as another means of developing skills in comprehension. After the news, the students and instructor discussed various facets of the commentary. It was observed that a segment of the student population displayed little interest in the news except where there was a strong human interest story with which, it was felt, the students could identify. An example may have been a personal tragedy or a disaster.

News For You, a weekly newspaper for adults with limited reading skills, was provided for the students. This served as a means of stimulating student interest in the news. The students spent some time reading and discussing important news events during a communication period.

Motion picture films were shown weekly for the enlightment, as well as for the entertainment, of the students. These films were useful as tools toward improving listening, observation and comprehension. A question-and-answer session relative to film content followed each presentation.

Film subjects included travel, science and technology, education, health, and money management.

For a complete list of films, see Appendix G.

CHAPTER IV

COUNSELING

A. Experimental Group

Throughout the program, the students comprising the experimental group spent one hour per week in discussion groups concerning money management. The students discussed primarily, household management, wise buying, the use of credit, and investments. The general objectives in working with this group were:

1. To present topics for discussion that were meaningful to the group.
2. To help each individual acquire a broad knowledge concerning the handling of financial matters and making business arrangements.
3. To help each student learn to make wise choices with regards to borrowing and spending money.

The main problem involved in the group discussion was to get the students to verbalize their ideas. In an attempt to accomplish this, all sessions were conducted on an informal basis. It was found that dividing the large group into smaller discussion groups increased the participation of the students. The attention span of these adults is short, and all efforts were made to keep the sessions challenging and interesting.

Another problem encountered was in changing attitudes toward money management. Initially, the group felt that there was little need in discussing money management when they had such limited funds; therefore, it was unnecessary to make a budget. It was then the job of the counselor to help them to become aware that all spending, even with small amounts of money, needed to be planned. As the sessions continued, the students became more attentive and were eager to respond and ask questions.

The change in attitudes was best noted in role-playing sessions. The students were involved in situations in which they had an opportunity to utilize what had been learned. Much care was taken to see that the role-playing situations were realistic, relevant to the learner, and rewarding in terms of information gained. During the role-playing experiences, responses relative to money handling indicated that the students were utilizing the principles of management that had been discussed in the sessions.

A consultant was invited to speak to the group on the subject of money management. He conducted two two-hour sessions with the experimental group, keeping the sessions on an informal basis. The consultant provided much information and offered practical suggestions and examples which the students seemed to have found meaningful and pertinent.

B. Control Group

During the latter 16 weeks of the program, the control group was involved in group discussions concerning family and community life. The general objectives in working with the group were:

1. To make meaningful the topics for discussion.
2. To help the group acquire insight into the problems of the family and the community.
3. To aid the group in realizing the family as a part of a community.
4. To acquaint the group with their responsibilities to themselves, their families, and their community.

Group guidance for both groups was conducted on an informal basis. The counselor encouraged the members of the group to engage in spontaneous interaction. This form of discussion allowed the students to feel less self-conscious about their responses to the various points in the discussion. Some of the topics discussed by the control group were the family, child growth and development, community and civic organizations, and the responsibilities of each citizen to his community and to his country.

It is an unfortunate circumstance that these small mill towns where the students in the control group lived lacked civic organizations, daily newspapers, a radio station and other facilities that are found in the larger more urban areas. It was difficult for them to visualize, because of their isolation and limited experiences, that a president 900 miles away could have any effect on their day-to-day existence. Consequently, many of them could not understand the necessity of registering and voting. A poll of the class revealed that there were only six registered voters in a group of 50.

The adults in the control group found it meaningful to relate their discussions to some of the happenings in this country and the world.

It was interesting to note that the topics concerning the family and child growth and development were of immediate interest to the group. This was a basic social experience that all members of the group shared. In as much as the students could relate to the family and its problems, the counselor was able to interject new and improved ways of handling the common recurring problems of

2

family life.

The students were asked to evaluate the program by answering questions covering the basic program's operation. When asked how they felt about the group guidance sessions, 92.5 percent of the students in the experimental group (the students involved in money management) felt that the topic under consideration was interesting to them. 92.5 percent of the same group did not want to omit the sessions.

During the first administration of the evaluation, the control group was not involved in a continuous program of group guidance activities. However, before becoming involved, 84 percent felt that the topics were interesting. 94 percent did not want to omit the sessions or introduce some other topic in its place.

C. Questionnaires

During the program, two questionnaires were administered. One questionnaire on money management was administered to the experimental group. The other, a program evaluation, was given to the students in both groups to determine how they felt about the program in general.

1. Money Management Questionnaire

The money management questionnaire was administered to the students in the experimental group to obtain some idea of the spending habits and financial dealings of the students. The questionnaire was administered at the beginning and again at the end of the program. (See Appendix D).

A sampling of items was drawn from the questionnaire to be reported here. It was felt that these items were more significant and presented a fair sampling of the questionnaire. A revision was made before the second administration and seven new items were added; therefore, there was no basis for comparison with these additional items.

The results of the questionnaires appear on the following pages:

Table 19. MONEY MANAGEMENT QUESTIONNAIRE

Item Number (Part A)	Yes	No
1. Household Manager		
1st Administration	85%	15%
2nd Administration	88%	12%
2. Makes Budget		
1st Administration	55%	45%
2nd Administration	75%	25%
3. Keeps Record of Expenditures		
1st Administration	63%	37%
2nd Administration	63%	37%
4. Has Emergency Fund		
1st Administration	33%	67%
2nd Administration	40%	60%
6. Has Hospitalization Insurance		
1st Administration	60%	40%
2nd Administration	60%	40%
9. Has Savings Account		
1st Administration	57%	43%
2nd Administration	57%	43%
17. Computes Interest Rates		
1st Administration	No Response	
2nd Administration	67.5%	32.5%

Table 19. (Money Management Cont'd)

	Item Number (Part A)	Yes	No
18.	Reads Contracts		
	1st Administration	No Response	
	2nd Administration	90%	10%

	Item Number (Part B)	1st Administration	2nd Administration
2.	When You Need Money, Where do You Go to Borrow it?		
	Loan Companies	48%	40%
	Banks	15%	17.5%
	Credit Unions	0%	5%
	Relatives	15%	27.5%
	Friends	22%	10%
3.	What Bills in your Household are Paid First?		
	Rent	72.5%	75%
	Utility Bills	10%	5%
	All Bills at One Time	17.5%	20%
4.	How Has the Stipend That You Received in This Program Helped you?		
	Savings	22.5%	12.5%
	Pay Bills	37.5%	60%
	Buy Clothes	27.5%	0%
	Keep Children in School	7.5%	22.5%
	Medical Expense	5%	5%

The results of both administrations of the questionnaire did not show a marked change in spending habits. However, it must be noted here that the time span for change in habits was less than twelve months; therefore the students may not have been financially able to make the change even though the need was recognized. (e.g., items 4, 6, and 9 in Part A of the questionnaire on page 51.)

From the first administration to the second, 3 percent more students became the managers of their households and 20 percent more students made out budgets before spending. 7 percent more students started emergency funds. The percentage of students having savings accounts and hospitalization insurance remained the same.

In considering the questions, there was a decrease in the percentage of persons who borrowed from loan companies and friends and an increase in borrowing from banks and relatives. The majority of the students continued to pay their rent first. In terms of using their stipends, there was a significant decrease in the percentage of students using it to buy clothes and an increase in the percentage of students using it to keep their children in school.

As indicated in the second administration of the questionnaire, most of the students used their stipends to pay bills.

D. Program Evaluation

The program evaluation was designed to obtain some idea of how the students felt about the program. It was our intent, initially, to use the evaluation as a means by which to improve the program in general. After using the evaluation initially for this purpose, it was interesting to note the difference in response between the students in both groups. In attempting to do this, it was felt that all portions of the evaluation could not be successfully used in the comparison because of the teacher rotation within and between groups. (See Appendix E.)

The result of this questionnaire is given in terms of how the people in each group felt, as well as a comparison of responses of the two groups.

TABLE 20. MONTGOMERY COUNTY, EXPERIMENTAL GROUP PROGRAM EVALUATION

CATEGORIES & QUESTIONS	FIRST ADMINISTRATION Yes	No	Some-times	Undecided	SECOND ADMINISTRATION Yes	No	Some-times	Undecided
I. Teachers:								
a. Did You Favor Exchange?	6%	85%	9%	0%	0%	81%	16%	3%
II. Class & Activity Favorites:								
a. News	82%	0%	18%	0%	62%	35%	3%	0%
b. Films	65%	3%	32%	0%	81%	3%	16%	0%
c. Lecture Method Over Use of Equipment	14%	42%	44%	0%	35%	49%	16%	0%
III. Tests:								
a. Favor Comprehensive	84%	3%	13%	0%	73%	12%	9%	6%
b. Too Frequent	6%	82%	6%	6%	6%	85%	6%	3%
c. Directions too Difficult	3%	65%	32%	0%	0%	74%	23%	3%
IV. Group Guidance:								
a. Meaningful Topics	94%	0%	6%	0%	91%	0%	3%	6%
b. Omit Sessions	3%	97%	0%	0%	9%	88%	3%	0%
c. Useful Exchange of Ideas	84%	3%	13%	0%	97%	0%	3%	0%
V. 1st, 2nd, & 3rd Choices of Interesting Activities:	a. Working Math Problems b. Listening to News c. Learning English Grammar				a. Working Math Problems & English Grammar b. Learning New Words c. Listening to News			

TABLE 21. CHAMBERS COUNTY, CONTROL GROUP, PROGRAM EVALUATION

CATEGORIES & QUESTIONS	FIRST ADMINISTRATION				SECOND ADMINISTRATION			
	Yes	No	Some-times	Undecided	Yes	No	Some-times	Undecided
I. Teachers:								
a. Did You Favor Exchange?	8%	76%	16%	0%	8%	82%	10%	0%
II. Class & Activity Favorites:								
a. News	74%	0%	26%	0%	85%	5%	5%	5%
b. Films	31%	0%	64%	5%	55%	3%	39%	3%
c. Lecture Method Over Use of Equipment	18%	21%	61%	0%	26%	45%	26%	3%
III. Tests:								
a. Favor Comprehensive	87%	0%	10%	3%	37%	63%	0%	0%
b. Too Frequent	6%	79%	12%	3%	5%	92%	3%	0%
c. Directions Too Difficult	8%	58%	34%	0%	0%	29%	71%	0%
IV. Group Guidance:								
a. Meaningful Topics	84%	6%	10%	0%	84%	6%	10%	0%
b. Omit Sessions	5%	34%	61%	0%	3%	94%	3%	0%
c. Useful Exchange of Ideas	45%	0%	55%	0%	73%	3%	21%	3%
V. 1st, 2nd & 3rd Choices of Interesting Activities	a. Learning New Words b. Learning English Grammar c. Working Math Problems				a. Working Math Problems b. Discussing New Topics c. Learning English Grammar			

TABLE 22. PROGRAM EVALUATION
Comparison of Response of the Control and Experimental Groups

CODE: C = CONTROL; E = EXPERIMENTAL

		Yes	No	Sometimes	Undecided
I. Teachers:					
Favored Exchange	C	8%	79%	13%	0%
	E	3%	83%	12.5%	1.5%
II. Classes & Activities:					
a. News	C	79.5%	2.5%	15.5%	2.5%
	E	72%	17.5%	10.5%	0%
b. Films	C	43%	1.5%	51.5%	4%
	E	73%	3%	24%	0%
c. Lecture Method Over Use of Equipment	C	22%	33%	43.5%	1.5%
	E	24.5%	45.5%	30.0%	0%
III. Tests:					
a. Favored Comprehensive	C	62%	31.5%	5%	1.5%
	E	78.5%	7.5%	11%	3%
b. Too Frequent	C	5.5%	85.5%	7.5%	1.5%
	E	6%	83.5%	6%	4.5%
c. Difficult Directions	C	4%	43.5%	52.5%	0%
	E	1.5%	69.5%	27.5%	1.5%

TABLE 22. PROGRAM EVALUATION (Cont'd)
Control and Experimental Groups

CODE: C = CONTROL: E = EXPERIMENTAL

		Yes	No	Sometimes	Undecided
IV. Group Guidance:					
a. Meaningful Topics	C	84%	6%	10%	0%
	E	92.5%	4.5%		3%
b. Omit Sessions	C	4%	64%	32%	0%
	E	6%	92.5%	1.5%	0%
c. Usefulness of Discussion	C	59%	1.5%	38%	1.5%
	E	90.5%	1.5%	8%	0%
V. 1st, 2nd & 3rd Choices of Interesting Activities	C	a. Working Math Problems			
		b. Learning English Grammar			
		c. Discussing Different Topics			
	E	a. Working Math Problems			
		b. Learning English Grammar			
		c. Learning New Words			

E. Summary

In comparing the reactions of both groups on the questionnaire, the investigator was able to conclude that a large percentage made favorable responses to many phases of the program. The students in both groups were not in favor of the exchange of teachers. Most of them felt that they would have learned more if they had been able to keep the same teachers.

Under classes and activities, most students enjoyed watching the news and the films. However, they seemed to have favored more of a balance between the use of the lecture method, a discussion by the teacher, and the use of equipment - projectors and other audio-visual aids.

In the testing program, (teacher-made tests) the majority of the students felt that the tests were comprehensive and were not given too frequently. However, more than half of the control group felt that the directions were too difficult.

The group guidance sessions appeared to have been more interesting to the experimental group than the control group. A higher percentage of the experimental group was in favor of the topics presented. They felt that they were useful and wanted the sessions continued.

The groups were asked to give their first, second and third choices of their most interesting classroom activity. In both counties, the favorite first and second choices were the same - working math problems and learning English grammar. The third choice varied, with the experimental group favoring vocabulary building and the control group favoring the discussion of different topics.

CHAPTER V

COMPARISON OF EXPERIMENTAL AND CONTROL GROUP
(Prorated Stipend)

A. Stipends

The issuance of weekly stipends was an important phase of the total program. Many functions had to be carried out before the payment of stipends was possible. The preparation, administration, and scoring of the bi-monthly teacher-made tests were primary steps toward this end.

Another necessary procedure was the identification of the two groups of participants scoring in the highest and second highest ranges that made up the upper third of the experimental group, the recipients of the increased stipends.

The 50 participants of the experimental group received a base amount of $15.00 weekly as did the 50 participants in the control group. As indicated by their test performance, the members of the experimental group were entitled to $1.50 or $1.00 weekly increase. Those participants who were eligible for this prorated stipend were those who fell in the upper one-third of their group according to their performance on the teacher-made test administered every two weeks. There were two smaller groups of 25 each comprising the experimental group which we shall call B_1 and B_2. (B_1 representing the higher ability group in reading and B_2 representing the lower ability group in reading.) Each of the smaller groups, B_1 and B_2, was represented in the upper and lower sections of the upper-third group receiving $1.50 and $1.00 respectively.

Table 23,appearing on the following page, shows the number of participants who received a weekly increase of $1.50 or $1.00 for each testing period. The totals are not significant because they include some of the same participants from one testing period to another.

TABLE 23. PARTICIPANTS IN EXPERIMENTAL GROUP WHO RECEIVED INCREASED STIPENDS DURING THE 14 TESTING PERIODS

TESTING PERIOD	Group B_1		Group B_2	
	$1.50	$1.00	$1.50	$1.00
1	6	6	9	7
2	8	4	8	7
3	9	5	7	5
4	6	4	1	3
5	7	6	3	4
6	6	4	8	3
7	6	3	3	5
8	6	5	6	3
9	6	4	6	2
10	7	4	4	4
11	7	5	6	4
12	2	2	2	0
13	0	0	0	0
14	0	0	0	0
TOTAL	76	52	63	47

It was observed that of the 14 tests taken during the 32-week period, 15 participants or 30 percent of Group B_1 received an average of 5.6 prorated stipends of $1.50 each and 17 participants of Group B_2 or 34 percent received an average of 3.7 prorated stipends of $1.50 each. Seventeen participants from Group B_1 or 34 percent of the group received an average of 3.1 prorated stipends of $1.00,and 23 participants or 46 percent of Group B_2 received an average of 2.1 prorated stipends of $1.00.

During the 32-week period, 32 participants or 64 percent of the total experimental group received prorated stipends of $1.50; 40 participants or 80 percent received prorated stipends of $1.00.

It was observed that one participant received a prorated stipend of either $1.50 or $1.00 consecutively during the entire program. Fifty percent of the experimental group received prorated stipends 5 or more times nonconsecutively during the 32 weeks. Twenty percent of the experimental group received no prorated stipends during the 32 weeks.

Table 23 reflects no prorated stipends paid during the 13th and 14th testing periods. The reason for this was that

8 participants or 16 percent of the experimental group had received the maximum and were eligible for the maximum amount of $25.00 per week.

Only 1 participant, representing 2 percent of the group reached the maximum amount and maintained it consistently for the remainder of the 32-week period.

B. Intervening Variables of the Upper-Third Groups

The following tables describe the upper-third groups and the intervening variables that were characteristic of the groups. The upper-third refers to participants whose class performance fell in the upper-third of their group in both the experimental and control groups as revealed by their scores on the bi-monthly teacher-made tests.

TABLE 24. AGE DISTRIBUTION OF UPPER ONE-THIRD

	Control		Experimental	
	Number	Percent	Number	Percent
Under 25	3	18.75	3	18.75
25 - 34	10	62.50	10	62.50
35 and Over	3	18.75	3	18.75

In both the control and the experimental groups, 62.5 percent of the upper-third were between the ages of twenty-five and thirty-four. In both the control and experimental groups 18.75 percent were under the age of twenty-five, and 18.75 percent were over the age of thirty-four.

TABLE 25. PROFESSED GRADE COMPLETED - UPPER ONE-THIRD

	Control		Experimental	
	Number	Percent	Number	Percent
7th	2	12.50	0	0
8th	5	31.25	2	12.5
9th	3	18.75	7	43.75
10th and Above	6	37.50	7	43.75

In the control group, 37.5 percent of the upper-third had completed the 10th grade and above while 43.75 percent of the upper-third in the experimental group had completed the 10th grade and above. Of the upper-third in the control group, 18.75 percent had completed the 9th grade; 31.5 percent the 8th; 12.5 percent had completed the 7th grade.

Of the upper-third in the experimental group, 43.75 percent had completed the 9th grade; 12.5 percent had completed the 8th grade.

The lowest grade to have been completed by the experimental group was the 8th grade while the lowest in the control group was the 7th grade.

TABLE 26. MARITAL STATUS AND NUMBER OF CHILDREN OF UPPER-THIRD - EXPERIMENTAL GROUP

No. of Children	Married	Per-Cent	Not Living w/Spouse	Per-Cent	Unmarried	Per-Cent	Total
None	0	0	0	0	0	0	0
1 - 5	3	18.75	4	25.00	4	25.00	11
Over 5	4	25.00	0	0	1	6.25	5
TOTAL	7		4		5		16

Of the 16 participants in the upper-third of the experimental group, 3 participants, or 18.75 percent of the group, were married with 1 - 5 children; 4 participants, or 25.00 percent were married with over 5 children. Of those who had been married but were not living with their spouses, 4 or 25.00 percent of the group,had 1 - 5 children. Of those who were not married, 4 participants, or 25.00 percent of the group had 1 - 5 children; and 1 participant, or 6.25 percent of the group had over 5 children.

TABLE 27. MARITAL STATUS AND NUMBER OF CHILDREN OF UPPER-THIRD - CONTROL GROUP

No. of Children	Married	Per-Cent	Not Living w/Spouse	Per-Cent	Unmarried	Per-Cent	Total
None	0	0	0	0	2	12.50	2
1 - 5	5	31.25	7	43.75	1	6.25	13
Over 5	1	6.25	0	0	0	0	1
TOTAL	6		7		3		16

In the upper-third of the control group, 5 participants, 31.24 percent of the group were married with 1 - 5 children; 1 was married with over 5 children. Of those who had been married, but were not with their spouses, 7 participants, or 43.75 percent of the group, had 1 - 5 children. Of those who were unmarried, 2 participants, 12.5 percent had no children, and 1 participant had 1 - 5 children.

Table 28 appearing on the following page describes the employment status, control and experimental groups, upper-third.

TABLE 28. EMPLOYMENT STATUS CONTROL AND EXPERIMENTAL GROUPS - UPPER THIRD

	Control		Experimental	
	Number	Percent	Number	Percent
Employed	11	68.75	9	56.25
Unemployed	5	31.25	7	43.75
TOTAL	16	100.00	16	100.00

TABLE 29. EMPLOYMENT AND MARITAL STATUS OF UPPER-THIRD

	Control		Experimental	
	Number	Percent	Number	Percent
Employed/Married	3	18.75	3	18.75
Employed/Not w/Spouse	5	31.25	3	18.75
Employed/Unmarried	2	12.50	3	18.75
Unemployed/Married	3	18.75	4	25.00
Unemployed/Not w/Spouse	2	12.50	1	6.25
Unemployed/Married	1	6.25	2	12.50
TOTAL	16	100.00	16	100.00

68.75 percent of the upper-third of the control group were employed; 31.25 percent were unemployed. Of those employed, the greatest percentage (31.25) had been married, but were not living with their spouses; of those unemployed, the greatest percentage (18.75) were married.

In the upper-third of the experimental group, 56.25 percent were employed; 43.75 percent were unemployed. Of those employed, the greatest percentage (25.00) were married.

The participants in the upper-third of the control group who were unemployed and married had an average of 5 children each. Those who were employed and were either unmarried or not living with their spouses had an average of 3 children. Those who were unemployed and married had an average of 2 children. The participants who were unemployed and were either unmarried or not living with their spouses had an average of 3.6 children.

In the upper third of the experimental group, those participants who were employed and married had an average of four children. The participants who were employed and were either unmarried or not living with their spouses had an average of 3.9 children. Those who were unemployed and were either unmarried or not living with their spouses had an average of 3.3 children. The participants who were unemployed and married had an average of 6.5 children.

TABLE 30. ATTENDANCE - UPPER-THIRD

	Total No. of Absences	Students with no Absences	Average
Control	31	5	2.80
Experimental	51	4	4.25

During the 32 weeks of classes, there were 31 absences among the upper-third of the control group, an average of 2.8 absences per student. Five of the 16 students had no absences.

For the same period, there were 51 absences among the upper-third of the experimental group, an average of 4.25 absences per student. Four of the 16 students had no absences.

CHAPTER VI

ANALYSIS OF DATA

This chapter is concerned with the final analysis of all the data relative to performance gathered during the 32 weeks of the program's operation for both the experimental and the control groups.

The statistical procedures involved in this investigation are concerned primarily with identifying significant differences in terms of academic achievement and intelligence rating. More specifically, the variables involved in this study are levels of reading, arithmetic, spelling, and intelligence. These in effect will be used to determine significant differences between the two groups during the entry, interim, and exit periods.

Comparisons will be made between the experimental group receiving the prorated stipends and the control group receiving the fixed stipends in terms of the variables mentioned.

In addition to the inferences which may be drawn, certain descriptive information will also be given in terms of the extent to which the two groups differ.

The following tests were administered in order to evaluate the performance of the two groups:

A. The Revised Beta Test

This test was administered twice, September, 1968, and April, 1969. This group, non-verbal test, undertook to measure the general ability of the two groups, experimental and control. The IQ scores obtained served as an indicator of intellectual development

B. The Wide Range Achievement Test

This test was administered three times during the program, September, 1968, January, 1969, and April, 1969. This test purported to measure reading, spelling, and arithmetic in terms of appropriate grade levels.

The entry tests were administered early in the program to make an assessment of the abilities and aptitudes of the participants before their exposure to the program's activities. In addition, the feedback from the testing was utilized to place the students into appropriate groups.

The testing conducted during the period immediately following the end of the 16 week period was initiated to ascertain the amount of progress made during this period.

The exit tests were administered at the end of the 32 weeks to discover progress made during this period and to make comparisons relative to levels of performance of the two groups.

C. The Teacher-Made Tests

These tests were administered every two weeks to identify individual performance as well as to identify differences in performance between the experimental and the control groups.

The tests were constructed, based on the activities of the groups as identified on tapes. Mathematics, grammar, vocabulary, reading comprehension, and events in the news comprised the tests. The tests were made more difficult as the lessons increased in difficulty.

The following table is a comparison of the scores on the Revised Beta Test - control and experimental groups.

Table 31. THE REVISED BETA TEST - ENTRY

	Control	Experimental
Mean	59.3	71.0
Standard Deviation	38.7	38.9
Range	52 - 102	70 - 105

The analysis of the entry scores on the Revised Beta Test reveals a significant difference at the less than 0.2 level of probability, with 98 degrees of freedom and a "t" value of 1.5193.

Table 32. THE REVISED BETA TEST - EXIT

	Control	Experimental
Mean	73.8	80.3
Standard Deviation	20.5	15.7
Range	50 - 109	65 - 101

Analysis of the exit scores on the Revised Beta Test reveals a significant difference at the less than 0.1 level of probability, with 98 degrees of freedom and a "t" value of 1.7678.

A summary of the pooled variances - control and experimental groups - appears in Table 33 on the following page.

Table 33. POOLED VARIANCES - REVISED BETA

	Mean	Variance	Standard Deviation	No.	Group
1	59.28000	1496.124000	38.679762	50	A - Entry
2	71.06000	1509.771800	38.855782	50	B - Entry
3	73.84000	419.892240	20.491272	50	A - Exit
4	80.30000	247.765300	15.740562	50	B - Exit

SOURCE	SUM OF SQUARES	DF	MEAN SQUARE
Between	11592.90000	3.0	3864.30000
Within	180004.20000	196.0	918.38877
Total	191579.10000	199.0	

F = 4.207695

With a degree of freedom of 3/196 and an "F" value of 4.20, there is a significant difference between the groups' level of intelligence at the 1 percent level of probability. This difference was in favor of the experimental group.

Table 34. REVISED BETA IQ SCORE - ENTRY

Score	Experimental Percent	Control Percent
90 - 109 Average	32.0	24.0
80 - 89 Below Average	28.0	14.0
71 - 79 Inferior	24.0	32.0
70 and Below - Defective	16.0	30.0

In comparing the entry IQ scores for the two groups, the experimental group had a larger percentage of adults with an average intelligence rating on entering the program than did the control group. Of the experimental group, 32 percent were classified as average while 24 percent of the control group received an average rating. There were twice as many members of the experimental group classified as below average than the control group; however, the control group contained a larger percentage of persons classified as inferior. Those receiving an IQ of 70 and below and classified as defective were to a large degree concentrated in the control group, 14 percent more than in the experimental group.

Table 35. REVISED BETA IQ SCORE - EXIT

Score	Experimental Percent	Control Percent
90 - 109 Average	38	26
80 - 89 Below Average	34	36
71 - 79 Inferior	18	20
70 and Below - Defective	10	18

In examining the above table comparing the IQ scores for the exit test, it was observed that thirty-eight percent of the experimental group were rated as average on their exit intelligence test while twenty-six percent of the control group received an average rating. In the below average category, there were 2 percent more in the control group receiving this rating than in the experimental group. There was a 2 percent difference between the groups rated as inferior with the control group having a larger percentage. In the control group, there were 8 percent more participants rated as defective than there were in the experimental group, 18 percent and 10 percent respectively.

On the _Wide Range Achievement Test_, the reading performance of the control group was higher in the first testing period than that of the experimental group.

In the third testing period, it was observed that the experimental group performed significantly higher in reading than did the control group.

There was little variation between the performance of the two groups during the second administration; however, the reading performance was greater for the experimental group.

There was greater variation in performance within the experimental group than within the control group during the first period. For the second and third administrations, there was less variation in reading performance within individual groups.

The following is a statistical summary of the pooled variance:

Table 36. WIDE RANGE ACHIEVEMENT TEST - READING

	Mean	Variance	Standard Deviation	No.	Group
1	57.46000	334.947340	18.301566	50	A - Entry
2	51.12000	678.271020	26.043636	50	B - Entry
3	45.52000	562.989380	23.727397	50	A - Interim
4	49.76000	561.002440	23.685490	50	B - Interim
5	37.84000	808.626930	28.436366	50	A - Exit
6	40.44000	850.986120	29.171666	50	B - Exit

SOURCE	SUM OF SQUARES	DF	MEAN SQUARE
Between	13156.50000	5.0	2631.30000
Within	186044.34000	294.0	632.80387
Total	199200.84000	299.0	

F = 4.158160

The above statistics having an "F" value of 4.158 and a degree of freedom of 5/294 reveals a significant difference in reading between the experimental and the control groups at the 0.01 level of probability. This difference was in favor of the experimental group.

Table 37. WRAT READING - ENTRY

	Control		Experimental	
	Number	Percent	Number	Percent
Above Average	23	46.0	32	64.0
Average	2	4.0	0	0.0
Below Average	25	50.0	18	36.0
	MEAN 5.7 S.D. 1.8 No. 50		MEAN 5.1 S.D. 2.6 No 50	

Table 38. WRAT READING - EXIT

	Control		Experimental	
	Number	Percent	Number	Percent
Above Average	37	74.0	39	78.0
Average	0	0.0	0	0.0
Below Average	13	26.0	11	22.0
	MEAN 3.8 S.D. 2.8 No. 50		MEAN 4.0 S.D. 2.9 No. 50	

Table 37 shows that for the September administration of the WRAT (reading), the largest percentage of the control group performed below average. During this same period, the largest percentage of the experimental group performed above average.

Table 38 shows that the third administration of the WRAT (reading), revealed that in both the control and experimental groups the largest percentage performed above average.

Table 39. COMPARISON OF WRAT READING SCORES

	Experimental	Control
	Mean Scores	
1st Administration September, 1968 (entry)	5.1	5.7
2nd Administration January, 1969 (interim)	5.0	4.6
3rd Administration April, 1969 (exit)	4.0	3.8

There appeared to be a marked decline in reading between the months of September and April for both groups. The control group reflected a sharper decline from the September to January periods (-1.1) than between the January and April periods (-.8).

The experimental group showed a greater decrease in reading level between January and April (-1.1) than between September and January (-0.1). This may have been attributed to the elevation of the instructional level in the classes. However, for a small segment of students, the eighth grade level of work was challenging and their reading levels reflect no decline from September to January. The instructional level was elevated in the month of March to the 10th grade level. In both groups, the students reflect this change in their scores from the January testing period to the May testing period. There was a noticeable decline in reading development which may indicate that the class work was above their comprehension level. Those adults who showed little or no change in reading levels between testing periods may have found the elevated level of instruction significantly meaningful as well as challenging. The fact that this subject area was not the high interest area among the participants, as revealed on the questionnaire, could have been a factor worthy of investigation.

Table 40, appearing on the following page, shows the percentage of students in the experimental and control groups whose scores reflect no change or whose scores reflect an elevation in reading during the September, January and April periods.

Table 40. PERCENTAGE OF STUDENTS WHOSE SCORES REMAINED STABLE OR REFLECTED AN INCREASE

WRAT Reading

	Sept - Jan	Jan - Apr	Sept - Jan
Control	40 %	62 %	34 %
Experimental	62 %	62 %	58 %

The above table shows that 62 percent of the experimental group and 40 percent of the control group had either no change or an elevation during the September-January testing periods. For the January-April period, 62 percent of the experimental group and 62 percent of the control group reflected either no change or an elevation in reading grade levels. Fifty-eight percent of the experimental group and 34 percent of the control group showed either no change or an elevation in reading grade levels during the periods of September-April.

Table 40, appearing on the following page, shows that for the first administration of the WRAT (reading), the largest percentage in both the experimental and control groups functioned on the 4.0 - 5.9 grade levels in reading.

Table 41. WRAT READING (ENTRY) EXPERIMENTAL - CONTROL

	Control		Experimental	
	Number	Percent	Number	Percent
3.9 and Below	6	12	11	22
4.0 - 5.9	23	46	18	36
6.0 - 7.9	17	34	14	28
8 and Above	4	8	7	14
	MEAN 5.7 S.D. 1.8 RANGE 1.9 - 9.7		MEAN 5.1 S.D. 2.6 RANGE 1.0 - 9.6	

The second administration of the same test, Table 42 appearing on the following page, revealed that the largest percentage in the control group functioned on the 6.0 - 7.9 grade level, while the largest percentage in the experimental group remained at the 4.0 - 5.9 grade level.

Table 42. WRAT READING (INTERIM) EXPERIMENTAL - CONTROL

	Control		Experimental	
	Number	Percent	Number	Percent
3.9 and Below	16	32	9	18
4.0 - 5.9	14	28	21	42
6.0 - 7.9	18	36	26	32
8 and Above	2	4	4	8

The third administration revealed that in the control group the same percentage of adults functioned on the "below 3.9" grade level as the 4.0 - 5.9 grade level, while the largest percentage in the experimental group remained at the 4.0 - 5.9 grade level.

Table 43. WRAT READING (EXIT) EXPERIMENTAL - CONTROL

	Control		Experimental	
	Number	Percent	Number	Percent
Below 3.9	16	32	13	26
4.0 - 5.9	16	32	20	40
6.0 - 7.9	15	30	14	28
8 and Above	3	6	4	8
	MEAN 3.8		MEAN 4.0	
	S.D. 2.8		S.D. 2.9	
	RANGE 1.5 - 12.4		RANGE 2.4 - 9.3	

The following is a statistical summary of the performance of the experimental and control groups on the Wide Range Achievement Test - arithmetic.

Table 44. STATISTICAL SUMMARY WRAT - ARITHMETIC

	Mean	Variance	Standard Deviation	No.	Group
1	1.718000	32.3415910	1.7983767	50	A - Entry
	1.466000	71.2922850	2.6700615	50	B - Entry
2	4.354000	38.5996120	1.9643984	50	A - Interim
	4.202000	42.8101630	2.0690616	50	B - Interim
3	3.410000	50.9683670	2.2576174	50	A - Exit
	3.592000	62.8728160	2.5074452	50	B - Exit

SOURCE	SUM OF SQUARES	DF	MEAN SQUARE
Between	26098.02000	5.0	5129.60400
Within	146448.1800	294.0	498.12306
TOTAL	172546.2000	299.0	

F = 10.478

An analysis of table 44 revealed a significant difference in performance between the experimental and control groups on the arithmetic phase of the Wide Range Achievement Test. With

With an "F" value of 10.47 and degrees of freedom of 5/294 there was a significant difference in the performance of the two groups at the .01 level of probability. This difference was in favor of the experimental group.

There was a higher degree of variance in the scores in arithmetic between the control group with a variance of 32.34 and the experimental group with a variance of 71.29 on the entry test than on the interim and exit tests.

Table 45. COMPARISON OF WRAT ARITHMETIC SCORES

	Experimental	Control
	Mean Scores	
1st Administration September, 1968 (entry)	2.5	1.7
2nd Administration January, 1969 (interim)	4.2	4.4
3rd Administration April, 1969 (exit)	3.6	3.4

Table 45 reflects a sharp increase in arithmetic grade level for the experimental group (1.7) between September and January. The periods between January and April show a .6 decrease.

The period from September to April showed a decline of (1.1) in the performance level in arithmetic for this group.

Table 46. WRAT ARITHMETIC - ENTRY

	Control		Experimental	
	Number	Percent	Number	Percent
Above Average	10	20	25	50
Average	0	0	0	0
Below Average	40	80	25	50
MEAN	1.7		2.5	
S.D.	1.8		2.7	

Table 47. WRAT ARITHMETIC - EXIT

	Control		Experimental	
	Number	Percent	Number	Percent
Above Average	34	68	39	78
Average	5	10	1	2
Below Average	11	22	10	20
MEAN	3.4		3.6	
S.D.	2.3		2.5	

Table 46 shows that for the first administration of the WRAT - arithmetic - the largest percentage of the control group performed on the "below average" level. In the experimental group, 50 percent performed on the "above average level, and 50 percent performed below average.

The third administration, Table 47, of the same portion of the test revealed that a larger percentage in both groups performed above average, with the experimental group having the larger percentage.

Table 48. COMPARISON OF GRADE LEVEL WRAT - ARITHMETIC (Entry)

	Control		Experimental	
	Number	Percent	Number	Percent
3.9 and Below	44	88	28	56
4.0 - 5.9	3	6	16	32
6.0 - 7.9	3	6	6	12
8 and Above	0	0	0	0

MEAN	1.7	MEAN	2.5
S.D.	1.8	S.D.	2.7
RANGE	Below 1 - 7.0	RANGE	Below 1 - 6.3

Table 48, on the preceding page, shows that for the first administration of the WRAT in arithmetic, the larger percentage in both the control and experimental groups functioned on the 3.9 and below grade levels.

Table 49. COMPARISON OF GRADE LEVEL WRAT - ARITHMETIC (Interim)

	Control		Experimental	
	Number	Percent	Number	Percent
3.9 and Below	19	38	17	34
4.0 - 5.9	24	48	21	42
6.0 - 7.9	6	12	11	22
8 and Above	1	2	1	2

MEAN 4.4
S.D. 4.2
RANGE 1.8 - 8.2

MEAN 2.0
S.D. 2.1
RANGE 2.2 - 7.2

The second administration of the same test revealed that the largest percentage in both groups functioned on the 4.0 - 5.9 grade levels.

The third administration of the test, appearing on the following page, revealed that the largest percentage in the control group functioned on the 3.9 and below grade level, while the largest percentage in the experimental group functioned on the 4.0 - 5.9 grade levels.

Table 50. COMPARISON OF GRADE LEVEL WRAT - ARITHMETIC (Exit)

	Control		Experimental	
	Number	Percent	Number	Percent
Below 3.9	24	48	16	32
4.0 - 5.9	17	34	22	44
6.0 - 7.9	9	18	11	22
8 and Above	0	0	1	2

Control		Experimental	
MEAN	3.4	MEAN	3.6
S.D.	2.3	S.D.	2.5
RANGE	1.9 - 6.9	RANGE	1.9 - 9.0

Teacher-Made Tests

The following pages summarize the difference in performance between the experimental and the control groups on the 14 teacher-made tests administered during the period.

Table 51. FIRST SEVEN TEACHER-MADE TESTS

	Mean	Variance	Standard Deviation	No.	Group
1	83.58333	218.878570	14.794545	36	Control
	72.72222	264.434920	16.261455	36	Experimental
2	73.75609	308.989020	17.578083	41	Control
	74.07317	295.369510	17.186317	41	Experimental
3	64.52500	274.358330	16.563765	40	Control
	64.92500	475.148070	21.797891	40	Experimental
4	68.34782	416.320770	20.403940	46	Control
	55.19565	787.227530	28.057575	46	Experimental
5	66.11627	414.581390	20.361271	43	Control
	64,60465	444.911400	21.092922	43	Experimental
6	68.65116	306.613510	17.510382	43	Control
	72.86046	367.837200	19.179082	43	Experimental
7	68.47500	431.794230	20.779659	40	Control
	64.55000	267.843580	16.365927	40	Experimental

SOURCE	SUM OF SQUARES	DF	MEAN SQUARE
Between	22863.30000	13.0	1758.71530
Within	216192.70000	564.0	383.32039
TOTAL	239056.00000	577.0	

F = 4.588107

Table 52. SECOND SEVEN TEACHER-MADE TESTS

	Mean	Variance	Standard Deviation	No.	Group
8	49.97500	360.537820	18.987833	40	Control
	63.92500	381.199350	19.524327	40	Experimental
9	50.37837	543.241740	23.307546	37	Control
	59.37837	655.797290	25.608539	37	Experimental
10	49.54054	414.533030	20.360084	37	Control
	65.08108	530.243240	23.027011	37	Experimental
11	57.28125	609.563500	24.689339	32	Control
	68.50000	406.064510	20.151042	32	Experimental
12	39.33333	279.542850	16.719534	36	Control
	48.08333	293.964280	17.145386	36	Experimental
13	38.46153	218.518210	14.782361	39	Control
	46.38461	534.400800	23.117110	39	Experimental
14	28.18918	152.157650	12.335219	37	Control
	36.91891	343.132130	18.523826	37	Experimental

SOURCE	SUM OF SQUARES	DF	MEAN SQUARE
Between	65944.90000	13.0	5072.68460
Within	204103.90000	502.0	406.58147
TOTAL	270048.80000	515.0	

F - 12.476428

The scores on the first seven teacher-made tests, given over the first 16 week period, revealed significant difference in performance between the control group and the experimental group. Having an "F" value of 4.588 and degrees of freedom of 13.0/564.0, the difference in performance between the groups is significant at the .01 level of probability. This difference is in favor of the control group.

The control group receiving no prorated stipend scored higher on six of the first seven tests than did the experimental group receiving the prorated stipend. It is not unrealistic to infer here that the exchange of teachers may have contributed significantly to the difference in performance. If it is indicated that the motivational level of the groups was effected by the exchange of teachers, then the implication is that the personality and the teaching ability of the instructors had an influencing effect upon the performance of the two groups.

In the second sixteen week period, the performance on the second seven teacher-made tests (Table 52 on the preceding page) indicated a significant difference between the control and experimental groups. With an "F" value of 12.47 and degrees of freedom of 13/502, there is a significant difference at the 1 percent level of probability. This difference is in favor of the experimental group who scored significantly higher on all tests than did the control group.

The table appearing on the following page shows the percentage of the control and experimental group falling above or below 70 on the teacher-made tests.

During the first 16 week period, there was a higher percentage of adults in the control group scoring 70 and above on the teacher-made tests than there was in the experimental group. The largest percentage of the experimental group, 65 percent, scored 70 or above on tests one and two. The control group had the largest percentage scoring in the 70 and above category on the first two tests. On test three, for the control group, and test four, for the experimental group, a smaller percentage scored in the upper level than on the other six tests.

On four tests (one, four, five, and seven) the control group had a larger percentage scoring 70 or above than there was in the experimental group. Tests three and six, show that the experimental group had the largest percentage of students scoring in the upper category. Both groups performed equally as well with 65.9 percent of the adults scoring 70 or above on test two.

Table 53. COMPARISON OF PERFORMANCE ON TEACHER-MADE TESTS

		Control		Experimental	
		Number	Percent	Number	Percent
Test 1	70 and Above	32	88.9	23	63.9
	Below 70	4	11.1	13	36.1
	TOTAL	36		36	
Test 2	70 and Above	27	65.9	27	65.9
	Below 70	14	34.1	14	34.1
	TOTAL	41		41	
Test 3	70 and Above	18	45.0	20	50.0
	Below 70	22	55.0	20	50.0
	TOTAL	40		40	
Test 4	70 and Above	27	58.7	15	32.6
	Below 70	19	41.3	31	67.4
	TOTAL	46		46	
Test 5	70 and Above	26	60.0	19	46.0
	Below 70	17	40.0	24	54.0
	TOTAL	41		41	
Test 6	70 and Above	21	48.8	27	62.8
	Below 70	22	51.2	16	37.2
	TOTAL	43		43	
Test 7	70 and Above	24	60.0	17	42.5
	Below 70	16	40.0	23	57.5
	TOTAL	40		40	
	AVERAGE - Above 70		60.3		51.0
	Below 70		39.7		49.0

Table 54. COMPARISON OF PERFORMANCE ON TEACHER-MADE TESTS SECOND SIXTEEN WEEK PERIOD

		Control		Experimental	
		Number	Percent	Number	Percent
Test 8	70 and Above	7	17.5	18	45.0
	Below 70	33	82.5	22	55.0
	TOTAL	40		40	
Test 9	70 and Above	8	21.6	18	48.6
	Below 70	29	78.4	19	51.4
	TOTAL	37		37	
Test 10	70 and Above	9	24.3	20	54.1
	Below 70	28	75.7	17	45.9
	TOTAL	37		37	
Test 11	70 and Above	14	43.7	20	62.5
	Below 70	18	56.3	12	37.5
	TOTAL	32		32	
Test 12	70 and Above	0	0.0	3	8.3
	Below 70	36	100	33	91.7
	TOTAL	36		36	
Test 13	70 and Above	0	0.0	8	20.5
	Below 70	39	100	31	79.5
	TOTAL	39		39	
Test 14	70 and Above	0	0.0	2	5.4
	Below 70	37	100	35	94.6
	TOTAL	37		37	
	AVERAGE - Above 70		14.7		34.5
	Below 70		85.3		65.5

In the second 16 week period, there were two important changes made following test seven - the level of class work being raised to grade 8. Following test eleven, the classwork was elevated to grade 10. The premise here being that the level of work may not have been difficult enough to discriminate between the attainments of the control group and those of the experimental group.

During the second 16 week period, the experimental group had a higher percentage of adults scoring 70 and above on the last seven teacher-made tests than did the control group. On all seven tests, the control group was represented with a small percentage of students performing in the 70 and above category. It was clearly evident that there was less motivation exhibited by the control group during this phase of the program. On the last three tests (12,13,14) all members of the control group scored below 70 while in the experimental group, although the percentages representing this group were small, there was some representation in the above 70 category. The inference which may be made here is that the change in the level of classwork to a more difficult one caused serious consequences for the control group. An examination of Table 54 reveals a low level of performance for this group; there was an average of 14.7 percent of the control group performing in the upper category as against 34.5 percent of the experimental group.

D. The General Educational Development Test

The General Educational Development Test, a high school equivalency test, was administered to a selected number of students from both the experimental and the control groups. The primary purpose of the test was to further evaluate the performance of these selected students but the results also showed a significant difference between the performance of the selected students in the experimental and the control groups. The difference was overwhelmingly in favor of the experimental group.

The performance on the standardized tests as well as teacher recommendations were used as criteria in the selection of these adults. Nine students from both the control and experimental groups were eligible for the tests. The cut-off scores on the WRAT test used for identification and selection of the students were as follows:

1. Reading - 6.0 grade and above
2. Arithmetic - 5.0 grade and above

The General Educational Development Test was administered to both groups at the close of the academic phase of the program.

Three students in the control group, out of the nine invited, reported for testing. Seven students, of the 16 invited from the experimental group, reported for testing. A tabulated summary of the results of the GED test follows:

Table 55. RESULTS OF STUDENT PARTICIPATION ON THE GED TEST

Control Group	Experimental Group
9 Invited	16 Invited
3 Reported	7 Reported
0 Passed	5 Passed

The test results, per student, for the control group were as follows:

Table 56. GENERAL EDUCATIONAL DEVELOPMENT TEST RESULTS - CONTROL GROUP

Student	Tests					
	1	2	3	4	5	Average S.S.
S-1	*42	*43	*40	32	*39	39.2
S-2	32	29	*42	*35	*43	34.2
S-3	32	*35	*44	25	*37	34.8

The scores on the preceding page show that student 1 passed four parts of the examination as indicated by an asterisk. Student 2 and Student 3 passed three parts of the test.

There were five parts to the examination. Below is a description of the five sections.

Test 1 - "Correctness and Effectiveness of Expression"

Test 2 - "Interpretation of Reading Material in the Social Studies"

Test 3 - "Interpretation of Reading Material in Natural Sciences"

Test 4 - "Interpretation of Literary Materials"

Test 5 - "General Mathematical Ability"

The attainment of a standard score of 35.0 on each of the parts or an average standard score of 45.0 on the complete test are the requirements for passing the GED test in the State of Alabama.

The results of the seven students of the experimental group who took the test are on the following page:

Table 57. GENERAL EDUCATIONAL DEVELOPMENT TEST RESULTS - EXPERIMENTAL GROUP

Student	Tests					
	1	2	3	4	5	Average S.S.
* S-1	51	52	54	46	52	51.0
* S-2	45	48	53	45	39	46.0
* S-3	33	52	55	42	43	45.2
* S-4	50	47	52	46	30	45.0
* S-5	51	52	51	37	37	45.6
S-6	25	53	48	45	49	44.0
S-7	40	19	29	21	32	28.2

The results show that five students (S-1 - S-5) were successful in passing all five parts of the GED examination. S-6 and S-7 who were less successful failed one part and four parts respectively.

Five of the seven students passed English (Test 1) and five passed arithmetic (Test 5).

The five adults who passed the complete GED examination, consisting of five sections, were members of the experimental group. These students were enrolled in the program for the entire 32 week period. The average age for this group was

---

* Students who successfully passed the GED

29.6 years; the average IQ was 88.3. These five students received increased weekly stipends for an average of ten times during the period; four of the five received the maximum weekly amount of $25.00 as shown below:

Table 58. GED STUDENTS RECEIVING PRORATED STIPENDS DURING THE FOURTEEN TESTING PERIODS

*S-1	Eleven times
*S-2	Ten times
*S-3	Twelve times
S-4	Seven times
*S-5	Ten times

The following table shows the five students' performance on the _Wide Range Achievement Test_.

Table 59. PERFORMANCE OF GED PARTICIPANTS ON WRAT

	Reading	Spelling	Arithmetic
S-1	8.5	7.2	5.9
S-2	4.4	3.3	4.0
S-3	6.8	5.5	6.4
*S-4	2.5	4.0	3.1
S-5	6.9	5.2	6.0

*S-4 did not have the qualifying score but was recommended by teachers to take the GED test.

CHAPTER VII

SUMMARY AND CONCLUSION

A. Summary

The primary purpose of this research was to determine whether or not low income rural functional illiterates could be motivated to learn when they were rewarded for their increased efforts toward learning.

More specifically, the research was designed to determine if a prorated stipend given on the basis of performance would motivate these functional illiterates to learn more.

On the basis of the above objective, the alternative hypothesis, that stipends or subsistence allowances when given on a prorated basis, within the framework of academic performance, would motivate the functional illiterate to learn more and, therefore, will cost the sponsoring agencies less, was established.

Two groups, each of fifty adults - (control and experimental) were selected for the experiment. The control group was given $15 per week irrespective of performance, while the experimental group was given a flat rate of $15 per week plus an increasing prorated stipend of $1.50 or $1.00 per week up to a maximum of $25.00 per week on the basis of academic performance as indicated by the results of the teacher-made tests.

The results were as follows:

1. There was a significant difference at the 0.1 level of probability between the two groups' level of intelligence as indicated by their performance on the Revised Beta Test. This difference was in favor of the experimental group.

2. The Wide Range Achievement Test.

   a. There was a significant difference at the 0.1 level of probability between the two groups' level of reading performance as indicated by their performance on the Wide Range Achievement Test - Reading. This difference was in favor of the experimental group.

   b. There was a significant difference at the 0.1 level of probability between the performance of the two groups in arithmetic as indicated by the results of the Wide Range Achievement Test - Arithmetic.

3. The Teacher-made Tests.

   a. There was a significant difference at the 0.1 level of probability between the performance of the two groups on the first seven teacher-made tests. This difference was in favor of the control group.

   b. There was a significant difference at the 0.1 level of probability between the performance of the two groups on the second seven teacher-made tests. This difference was in favor of the experimental group.

4. There was a significant difference between the performance of the selected students from the two groups on the General Educational Development Test. This difference was in favor of the selected students from the experimental group.

B. Conclusion

There is a significant difference between the extent to which functional illiterates learn when given prorated stipends based on performance as compared to functional illiterates who are given fixed stipends. This difference is in favor of functional illiterates who are given prorated stipends.

The null hypothesis that there is no significant difference between the two groups must, therefore, be rejected.

APPENDIX A

ADULT EDUCATION PROGRAM

APPLICATION

GRANT NO.
OEG-0-8-010097-4372

1. Name________________________Age________Sex____________

2. Address____
City County State

3. Marital Status
Married____Single____Widowed____Divorced____Separated____

4. Date of Birth________________Place of Birth________________
County & State

5. Number of children_______

	Males Ages	Females Ages	In School Yes	In School No
	_____	_______	___	___
	_____	_______	___	___
	_____	_______	___	___
	_____	_______	___	___

6. Annual Income

Less than $500
$500 - 599
600 - 799
800 - 999
1000 - 1299
1600 - 1899
1900 - 2000

7. Employed: Yes___________________ No___________________

8. Name and address of employer______________________________

9. Occupation - Farming___Public___Domestic___Others________

10. Do you receive any public assistance? Yes_____No________

A. Unemployment Compensation
B. Disability Benefits
C. Welfare
D. Other(s)

11. Do you: Own__________ Rent__________ Board__________

12. County______________________________

13. Last grade completed: 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

Last school attended:______________________________

Location:______________________________

14. Do you own a car? Yes__________ No __________

15. How much do you owe now?

Less than - $99

$99 - 119
120 - 159
160 - 399
400 - 799
800 - 1009
1010 - and above

APPENDIX B

TUSKEGEE INSTITUTE

EXPERIMENT IN MOTIVATING FUNCTIONAL ILLITERATES TO LEARN

Tuskegee Institute, Alabama

ADULT BASIC EDUCATION STAFF ORIENTATION PROGRAM

Woodruff Food Processing
Auditorium

August 26-30, 1968

PROGRAM

MONDAY, AUGUST 26, 1968

9:00-9:15	Welcome Remarks Dr. A. P. Torrence, Vice President for Academic Affairs Tuskegee Institute
9:15-9:30	Overview Dr. T. J. Pinnock, Director Adult Basic Education Programs Tuskegee Institute
9:30-10:30	What is ABE - Its Objectives Dr. Grady Taylor, Director Seasonally Employed Agricultural Workers, Tuskegee Institute
10:30-10:45	Coffee Break

10:45-11:45	Characteristics of the Under-Educated Adult Dr. Lewis W. Jones, Director of Research, MDT Program Tuskegee Institute
11:45-1:15	Lunch
1:15-2:15	Adult Education in Alabama Mr. Norman O. Parker, Coordinator ABE, State Department of Education Montgomery, Alabama
2:15-2:30	Question and Answer Period

TUESDAY, AUGUST 27, 1968

9:00-10:00	Tuskegee's Part in ABE Dr. B. D. Mayberry, Dean School of Applied Sciences Tuskegee Institute
10:00-10:15	Coffee Break
10:15-11:15	How Should We Evaluate and Measure Progress of ABE Students? Dr. W. P. Smith, Associate Professor School of Education Tuskegee Institute
11:15-11:45	Money Management and the Under-Educated Adult Dr. G. T. Dowdy, Head Agricultural Economics Tuskegee Institute
11:45-1:15	Lunch
1:15-2:30	Available Resources and Health Services in the Community Mrs. Grace Hooks, Social Service John A. Andrew Hospital Tuskegee Institute

WEDNESDAY, AUGUST 28, 1968

9:00-10:00	Programmed Learning Dr. Rex Reynolds Industrial Relations Center University of Chicago Chicago, Illinois
10:00-10:30	Question and Answer Period
10:30-10:45	Coffee Break
10:45-11:45	Basic Research Dr. Eugene Watson North Carolina Fund, Chapel Hill, N. C.
11:45-1:15	Lunch
1:15-2:30	Effective Use of Audio-Visual Aides Mr. Paul Turner, Representative 3M Company, Montgomery, Alabama
2:30-2:45	Question and Answer Period

THURSDAY, AUGUST 29, 1968

9:00-10:30	Concept of Annual Guaranteed Income Dr. William Flowers, Director Educational Task Force Chapel Hill, North Carolina Dr. Thomas Karter, Consultant Adult Education Programs Washington, D. C.
10:30-10:45	Coffee Break
10:45-11:30	Question and Answer Period
11:30-1:15	Lunch

THURSDAY, AUGUST 29, (Cont'd)

1:15-2:30	Demonstration Mr. Marshall Green, Representative SRA Company, Montgomery, Alabama

FRIDAY, AUGUST 30, 1968

9:00-10:30	Methods of Teaching ABE Students Creative Approaches in Teaching ABE Students Teaching Materials (Workshop Approach) Mr. Barry Williams School of Education Tuskegee Institute
10:30-11:30	Staff Meeting

PROGRAM CHAIRMAN, Dr. G. T. Dowdy

APPENDIX C

ADULT BASIC EDUCATION
Tuskegee Institute
Tuskegee Institute, Alabama

EXAMINATION II

Name________________________ Date_________________________

Part I Matching

DIRECTIONS: Match Column A with Column B

A	B
1. Hubert Humphrey	_____ Born in Minneapolis; Vice President of the United States
2. Spiro T. Agnew	_____ Governor of Maryland
3. USS Alabama	_____ Country that seized the U.S. intelligence ship Pueblo
4. Czechoslovakia	_____ Presidential candidate born in California
5. Richard Nixon	_____ War ship recently called to duty in Viet Nam
6. Korea	_____ Third-Party Vice Presidential candidate
7. General Curtis LeMay	
8. USS New Jersey	

PART II Mathematics

Addition:

21	2768
132	7423
144	3271
966	4967

Mathematics Cont'd:

Subtraction:

756 − 97 = ____

669 − 479 = ____

263 − 194 = ____

$$\begin{array}{r} 756 \\ -97 \\ \hline \end{array} \qquad \begin{array}{r} 669 \\ -479 \\ \hline \end{array} \qquad \begin{array}{r} 263 \\ -194 \\ \hline \end{array}$$

Multiplication:

DIRECTIONS: Write the following multiplication tables:

Example: 2 + 2 + 2 + 2 + 2

5 X_________ = 10 (Answer 2)

1. 3 + 3 + 3 + 3 + 3

   5 X__________= 15

2. 6 + 6 + 6

   3 X_______ = 18

3. 9 + 9 + 9 + 9

   ________= 36

4. 5 + 5 + 5 + 5 + 5

   __________X 5 =25

5. $\begin{array}{r} 2 \\ \times\ 3 \\ \hline \end{array}$

a. $\begin{array}{r} 6 \\ \times\ 2 \\ \hline \end{array}$

b. $\begin{array}{r} 5 \\ \times\ 3 \\ \hline \end{array}$

c. $\begin{array}{r} 4 \\ \times\ 4 \\ \hline \end{array}$

d. $\begin{array}{r} 7 \\ \times\ 3 \\ \hline \end{array}$

1. Henry and his family are making an automobile trip to a city 500 miles away. On the first day, they travelled 284 miles. How many more miles do they have to travel?__________________

2. Last year, 9,241 school children borrowed from the public library. Of these borrowers, 4,728 were grade school pupils. How many borrowers were high school pupils?_______

Part III English

Grammar:

DIRECTIONS: Underline the noun or nouns in each of the following sentences. Draw one line under each proper noun and two lines under each common noun.

1. Montgomery is the capitol of Alabama.
2. Labor Day always falls on Monday.
3. Mary attended Booker T. Washington High School.
4. The state to the west of us is Georgia.
5. Mary looked everywhere for her shoes.

Match Column A with Column B

	A	B
1.	Sentence	_____ A group of words that expresses a complete thought.
2.	Subject	_____ The name of a person; place or thing.
3.	Predicate	_____ Does not name particular person, places or things.

ADULT BASIC EDUCATION
Tuskegee Institute
Tuskegee Institute, Alabama

EXAMINATION V

Name_____________________ Date______________________

DIRECTIONS: Read each of the following statements. Write the word True before each of the statements that are true. Write False before each of the statements that are not true.

1. _________ President Johnson has announced a halt in the bombing of North Viet Nam.

2. _________ Richard Nixon had a clear majority of electoral votes.

3. _________ The names of the Presidential Candidates appeared on the ballots in Alabama.

4. _________ The trial of James Earl Ray has already started.

5. _________ Senator Muskie was elected Vice President of the United States.

Part II English

DIRECTIONS: Underline the correct pronoun in each of the following sentences:

1. (He, him) and(I, me) have completed the project.

2. (She, her) and Marjorie went with (her, me).

3. All of (we, us) have met (he, him).

4. (He, him) John and (I, me) were working last night.

5. Between you and (I, me), here are the lost ear rings.

6. I believe it was (they, them) who helped us.

English (Cont'd)

7. Although he is larger than (I, me), I can run faster than (he, him).

8. Will you let George and (I, me) help?

9. The dresses were for (they, them).

10. I knew it was (they, them) who tried to help (we, us).

Part III Arithmetic

DIRECTIONS: Solve the following word problems:

1. If you pay 658 dollars for 94 bushels of wheat, how much are you paying for each bushel?

   a. ________________________

2. I bought a radio in three installments. The total cost of the radio was 42 dollars. I made three payments of________ ___________________________ dollars each.

Solve the following problems:

$38\overline{)\,3192}$ $27\overline{)\,1701}$ $46\overline{)\,4278}$

$29\overline{)\,23896}$ $48\overline{)\,1395}$

Part IV Reading

DIRECTIONS: The following questions were taken from the reading lesson, "Johnny Appleseed". Read each of the statements and circle the best answer:

1. Johnny Appleseed became famous because he:

   a. Invented the cotton gin
   b. Planted apple seeds
   c. Liked people

2. Johnny Appleseed gave bags of apple seeds to:

   a. His mother
   b. His brother
   c. Farmers

3. Johnny Appleseed taught the farmers to:

   a. Build houses
   b. Plant apple seeds
   c. Cut trees

4. Johnny Appleseed's real name was:

   a. Johnny Malone
   b. Jonathan Chapman
   c. Johnny Carter

5. Johnny Appleseed lived in:

   a. France
   b. England
   c. United States

ADULT BASIC EDUCATION
Tuskegee Institute
Tuskegee Institute, Alabama

EXAMINATION XIII

Name______________________________ Date_____________________________

Part I Names in the News

DIRECTIONS: Fill in the blank with the correct answer listed below:

1. Navy Captain ________________________is leaving the space program to take a job in industry.

2. The president of France is____.

3. ______________________________recently received an honorary Doctorate of Human Letters from Boston University.

4. ______________________________died March 28, 1969, of congestive heart failure.

5. ______________________________Governor of Florida who wants the Federal Government to help migrant farmers.

ANSWERS

James McDivitt

General Kosygin

Defense Secretary Melvin Laird

General Charles DeGaulle

Walter Schirra, Jr.

Mrs. Martin Luther King, Jr.

President Dwight D. Eisenhower

Claude Kirk

George McGovern

Barbara Rubin

Part II Grammar

DIRECTIONS: Study the following sentences. Tell whether the sentence is Imperative, Interrogative, Declarative or Exclamatory and place the correct punctuation mark:

1. Go to the post office and buy two six cent stamps_____________

Grammar (Cont'd)

2. Will you be leaving for home soon______________________________

3. Oh, how homesick we were while on vacation last summer____

____

4. Postage stamps are now selling for six cents_______________

5. Had you planned to purchase postal cards, also_____________

DIRECTIONS: Place the correct punctuation at the end of the following sentences:

1. How brave the American soldiers were

2. Report any unusual findings

3. There are 50 states in the United States

4. What funny stories Marie tells

5. Do you know where to find the place

Part III Mathematics

DIRECTIONS: Change the following per cents to decimals:

a. 202%____________________ d. 162½%____________________

b. 1662/3% ________________ e. $\frac{7}{12}\%$ ____________________

c. 199%____________________

DIRECTIONS: Solve the following word problems:

1. Mr. Lane gave the Red Cross $50.00. Mr Lee gave 150% of that amount. How much did Mr. Lee give?________________

2. An oil company reports that gasoline in storage tanks evaporates at the rate of ½ of 1% in a week. If a tank holds 600 gallons when full, how many gallons will evaporate in a week's time?______________________________

Mathematics (Cont'd)

3. A real estate agent sold our house to Mr. Brown for $5000. For his service in making the sale, the agent charged 5% of the sale price. How much did we have to pay the agent

______________________________?

4. Thomas says that he spends 22% of his salary for rent. If Thomas makes $4000 a year, how much rent does he pay?_____

______________________________?

5. Thomas said that 30% of his earnings was spent for food. If his salary is $4000 a year, how much money does he spend in one year for food?_________?

Part IV Reading Lesson

DIRECTIONS: The following stories are taken from Aesop's fables. Read each fable carefully and then select the moral that summarizes the point of the fable. Place the letter of the correct moral in the box that follows the fable.

1. Reading: A peacock was very proud of his plumage, especially his beautiful tail. He ridiculed the crane, saying that the crane was all of one dull color, while he had all the brilliant colors of the rainbow in his tail.

   The crane replied: "You may have the fine feathers, but I am able to fly for above the earth while you must always walk on the ground below."

   Moral: (a) Slow and steady wins the race. (b) One good turn deserves another. (c) Don't trust flatters. (d) Fine feathers do not make fine birds. ☐

2. Reading: An ant drinking at a spring, fell into the water and began to drown. A dove, seeing his plight, pulled a leaf from a tree and dropped it into the water. The ant was able to climb upon the leaf and float to shore. As the ant reached shore, he saw that a hunter was about to catch the dove in a net.

Reading (Cont'd)

2. Reading: The ant bit the hunter on the foot, causing him to drop his net and the dove flew away safely.

Moral: (a) The value of wealth is in its use. (b) In trying to please everyone you please no one. (c) One good turn deserves another. (d) Don't count your chickens before they are hatched.

/___/

3. Reading: A miser sold his property and converted it into a large lump of gold. He buried this in the ground and went continually to look at it. Some men, seeing him do this, suspected that he had a treasure hidden. In the night they stole the miser's gold. When the miser came the next morning to look at his treasure, he found the hole empty and cried out in grief. A neighbor told him, "Don't grieve so. Just take a stone and put it in the hole and think that it is your gold. You will get as much out of the one as you would have from the other."

Moral: (a) Liars are not believed, even when they tell the truth. (b) The value of wealth is in its use. (c) In the land of the blind, the one-eyed man is king. (d) Don't trust flatters.

/___/

4. Reading: A milkmaid was walking to market, carrying a can of milk on her head. She was making happy plans for the future. "With the money I get from the milk, I can get more eggs. The eggs will produce more chickens, and when these are grown I can sell them at the market for much money. With the money I can buy splendid clothes for myself." Thinking of how beautiful she would be in her new gowns, she gave a toss of her head and the milk spilled to the ground.

Moral: (a) Slow and steady wins the race. (b) A bird in the hand is worth two in the bush. (c) Don't

(Reading Cont'd)

Moral: count your chickens before they are hatched. (d) It is easier to make a plan than to carry it out.

/__/

5. Reading: An old man had many sons who were always quarrelling among themselves. They paid little attention to his advice; so he sought to teach them by example. He told his sons to bring him some sticks. Tying them in a bundle, he asked each son in turn to break the bundle; but they could not. Then untying the bundle, he gave each son a single stick which each one broke easily. The old man then said, "As long as you are joined together, no man can hurt you; but once you are separated, any man can harm you."

Moral: (a) Birds of a feather flock together. (b) In union there is strength. (c) Fine feathers do not make fine birds. (d) Slow and steady wins the race.

/__/

ADULT EDUCATION PROGRAM
Tuskegee Institute
Tuskegee Institute, Alabama

EXAMINATION XIV

Name__________________________ Date__________________________

Part I Names In The News

DIRECTIONS: Fill in the blanks with the correct answer found below:

1. ___________________________is President Nixon's advisor on national security.

2. The U. S. Ambassador to Viet Nam is________________________.

3. The Secretary of Defense is________________________________.

4. ___________________________was named the Nation's "Boy of the Year".

5. ___________________________wrote the story of James Earl Ray's life.

ANSWERS

Henry Kissinger
John Lindsay
Perry Joseph Ludy
Melvin Laird
William Huie
Percy Foreman
J. B. Stoner
Eldsworth Bunker
Lawrence Carter

DIRECTIONS: Choose the correct answers to the following questions:

1. President Nixon said student unrest should be handled by the:

   a. Federal Government

   b. National Guard

   c. Universities

2. A Rebel is:

   a. a student

   b. a soldier

   c. anyone who goes against authority

3. The country that recently shot down an American plane and who earlier captured an American intelligence ship is:

   a. North Viet Nam

   b. China

   c. North Korea

4. Jim Crow laws:

   a. Separated blacks from whites

   b. Kept Negroes from voting

   c. Protected black birds

5. Inferior schools are:

   a. Low in quality

   b. High in quality

   c. Segregated

VOCABULARY WORDS TAKEN FROM "A Slander"

DIRECTIONS: Choose the correct word to fit the definitions listed on the following pages:

____________1. To make impossible by prior action.

____________2. Able to speak well or expressively. Having the power of speech.

____________3. To be of value or advantage.

Vocabulary (Cont'd)

4. ____________Sharply and clearly defined; very accurate.

5. ____________The face or features; facial expression, appearance.

6. ____________Not likely to be true or not reasonable to be expected.

7. ____________State of being at rest.

8. ____________Often repeated or done frequently.

9. ____________Engaged in serious or deep thought.

10. ____________A pictorial representation of Jesus Christ, or some other sacred figure.

11. ____________A natural disposition or tendency.

12. ____________An infectious intestinal disease.

WORD LIST

Continual
Cholera
Pensive
Improbable
Precise
Piquancy
Countenance
Repose
Propensity
Preclude
Avail
Articulate

Icon

DIRECTIONS: Choose the correct meaning to the following word:

13. A sturgeon is:

a. A large fish

b. Pickled flower buds

c. Berries of a Mediterranean shrub.

READING LESSON

DIRECTIONS: Place a "T" before the statement if it is true. Place an "F" before the statement if it is false.

1. ______ To slander means to say something that may damage another's reputation.

DIRECTIONS: Circle the correct answer to the following statements:

2. A Slander started at: (a) A convention; (b) A large dance; (c) A wedding.

3. Ahineev's daughter was marrying the teacher of: (a) French and Mathematics; (b) Geography and History; (c) English and Science.

4. Supper was to take place: (a) At noon; (b) After midnight; (c) At dawn.

5. Ahineev thought that one of the following was trying to disgrace him. Who? (a) The Headmaster; (b) Marfa; (c) Vankin.

6. A caper is: (a) A large fish; (b) A brute; (c) Pickled flower buds.

7. Which of the following best describes the moral of the story? (a) Empty wagons make a lot of noise; (b) Watch the person who protests the loudest; (c) Don't let your imagination run away with you.

8. "A Slander" was written by: (a) William Shakespeare; (b) Sergei Ahineev; (c) Anton Chekhov.

MATHEMATICS

DIRECTIONS: Find the interest rates for the following problems:

$275.00 at 6% for 90 days = ______________________________

Mathematics (Cont'd)

$450.00 at 6% for 30 days = ________________________.

$1,200.00 at 1½% for 300 days =_____________________.

$1,600.00 at 6½% for 180 days =_____________________.

DIRECTIONS: Round off the following numbers:

679.7768 - to nearest thousandth____________________.

66.7% - to nearest whole per cent___________________.

6.386 - to nearest cent ____________________________.

56.7628 - to nearest hundredth _____________________.

98.86 - to nearest dime_____________________________.

APPENDIX D

QUESTIONNAIRE

MONEY MANAGEMENT

This questionnaire was designed to obtain some idea of your spending habits. The information received from this questionnaire will be used in the research phase of the Adult Basic Education program.

It is not necessary for you to write your name on this paper. We are hoping that your answers will provide a true picture of how you manage your money.

		Yes	No
1.	Do you manage the money in your household?	_____	_____
2.	Does the head of your household make a budget?	_____	_____
3.	Is a record of what you spend kept by the person managing the money?	_____	_____
4.	Does your family have an emergency fund in case something unexpected comes up?	_____	_____
5.	Do you have life insurance?	_____	_____
6.	Do you have hospitalization insurance?	_____	_____
7.	Do you have automobile insurance?	_____	_____
8.	Have you made out a will?	_____	_____
9.	Do you have a savings account?	_____	_____
10.	Do you have a checking account?	_____	_____
11.	Do you have a charge account?	_____	_____

12. Do you pay your bills by check? _____ _____

13. Do you pay your bills in cash? _____ _____

14. Do you keep all receipts for payment? _____ _____

15. Before spending, do you think about whether or not you need what you are about to buy? _____ _____

16. Before spending large sums of money, do you discuss it with your family? _____ _____

17. Do you figure out interest rates when borrowing money or buying on the installment plan? _____ _____

18. Do you read all papers (contracts) before signing them? _____ _____

19. Do you shop at large department stores or supermarkets? _____ _____

20. In making business transactions, do you ask questions when you really do not understand something? _____ _____

Please Check the Correct Answer to the Following Questions:

1. What goods do you usually charge?

   a. Appliances_________
   b. Furniture__________
   c. Clothes____________
   d. Food____________
   e. Gasoline________
   f. Other___________

2. When you need money, where do you go to borrow it?

   a. Loan Companies_____
   b. Banks______________
   c. Credit Unions______
   d. Friends_________
   e. Relatives_______
   f. Other___________

3. In your house what bills are paid first?

   a. Rent_______________
   b. Utility Bills______
   c. Insurance__________
   d. Charge Accounts
   e. All bills at once
   f. Other___________

4. How have you used the stipend that you received in the program?

   a. To pay bills________________________
   b. For savings_________________________
   c. Buy a car___________________________
   d. Buy food____________________________
   e. Send children to school_____________
   f. Medical expenses____________________
   g. Buy clothes_________________________
   h. Other_______________________________

APPENDIX E

STUDENT EVALUATION

	Always	Sometimes	Never
1. Teachers:			
a. Does the teacher speak clearly?			
b. Does the teacher explain the subject well?			
c. Do you feel that the teacher prepares her work carefully?			
d. Is the teacher willing to answer your questions?			
e. Does the teacher explain what is to be done in the classes?			
f. Do teachers move from one subject to another too quickly?			
g. Are the teachers friendly and easy to talk to?			
h. Are her words too difficult for you to understand?			
i. Do you feel that you would learn more if you kept the same teacher instead of exchanging teachers?			
2. Classes and Activities:			
a. Are the classes interesting?			
b. Is the class period too long?			
c. Should classes be held at some other time?			
d. Are you bothered by the tape recorder?			

	Always	Sometimes	Never
e. Do you feel that learning about the news helps you to become a more interested person?			
f. Do you feel that the films shown cover topics that interest you?			
g. Do you think that the teachers should talk more instead of using the projectors and other equipment?			
3. Tests:			
a. Do they cover what is being taught in classes?			
b. Are the tests given too often?			
c. Are the directions too difficult to understand?			
d. Do you feel that the tests are a waste of your time?			
e. Are you allowed enough time to complete the tests?			
4. Group Guidance:			
a. Do you feel that the topics discussed are worth discussing?			
b. Should some other topic be included? Name Topic____________			
c. Are the group guidance sessions interesting?			
d. Do you feel that the time spent in group guidance would be better spent doing something else?			

	Always	Sometimes	Never
e. Does it help to listen to other's opinions and ideas?			
f. Are you allowed to give your ideas during the discussions?			
g. Do you enjoy taking part in the discussions?			
5. Physical Facilities:			
a. Is there enough light in the building?			
b. Is it warm enough in the building for your comfort?			
c. Is it too cool in the building for your comfort?			
d. Are the classrooms clean?			

6. Check the classroom activities that are most interesting to you:

_____a. Working math problems

_____b. Learning English grammar

_____c. Listening to the news

_____d. Having breaks

_____e. Watching films

_____f. Reading stories

_____g. Learning new words

_____h. Discussing different topics

_____i. Discussing the news

APPENDIX F

LITERATURE

I. Books:

1. Bailey, Matilda, Barnes, Narcillene, and Horrocks, Edna; Our English Language; New York: American Book Co., 1956.

2. Hoff, Carol, Holidays and History; Austin, Texas: Steck Vaughn Co., 1967.

3. King, John T., and King, Marcet H.; Stories of Twenty-Three Famous Americans; Austin, Texas: Steck Vaughn Co., 1967.

4. Priestly, J. B., and Spears, Josephine; Adventures in Reading; New York: Harcourt, Brace and World, Inc., 1963.

5. Robertson, M. S.; Adult Reader; Austin, Texas: Steck Vaughn Co., 1964.

6. Shea, James, T.; Working With Numbers; Austin Texas: Steck Vaughn Co., 1954.

7. Smith, Edwin and Lutz, Florence; My Country, Austin, Texas: Steck Vaughn Co., 1964.

8. Smith, Harley and King, Ida Lee; How to Read Better; Austin, Texas: Steck Vaughn Co., 1964.

9. Spitze, Hazel T. and Rotz, Patricia H.; We Are What We Eat; Austin, Texas: Steck Vaughn Co., 1964.

10. Sullivan; Programmed Math For Adults; New York: McGraw Hill Book Co., 1966.

II. Articles:

1. Hayes Language Drills and Tests, Hayes School Publishing Co., Inc., Wilkinsburg, Pa., 1967.

2. Activities for Reading Improvement, Book I, Texas: Steck Vaughn Co., 1964.

II. Articles (Cont'd)

3. Health For Happiness, Austin, Texas, Steck Vaughn Co., 1966.

4. Mott Series - 600 A. Allied Education Council, Chicago, 1965.

III. Newspapers:

1. News For You

APPENDIX G

FILMS

Rendezvous in the Reef - 28 min. color.
The underwater world of the barracuda, shark, and eel.

A Time Like This - 28 min. color.
A study of man's relationship to his basic environment in contemporary civilizations around the world.

Miracle in Wood - 27 min. color.
Traces the evolution of plywood into one of today's most versatile materials.

Lifeline to the World of Sound - 13½ min. color.
Shows how a tiny electronic hearing aid opens the door to a new world.

Preparation for Later Years: Financial Planning - 45 min. Black & White.
A presentation of the problems facing the retiring, with the recommendations that preparation be made early in life for the changed financial condition.

Getting A Job - 16 min. Black & White.
Explores the variety of leads which are open to people in search of a job. It also describes how to use the many aids to job hunters, such as the personal history, the letters of application and recommendation.

The Job Interview - 16 min. Black & White.
Shows the importance of making a good first impression when a job hunter goes for an interview.

Personal Qualities for Job Success - 11 min. Black & White.
Shows personal qualities necessary for success on the job - initiative, good personal appearance, business like work habits, etc.

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